

# St Luke's Catholic Primary School - Out Of School Club

Inspection report for early years provision

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<b>Inspection date</b>	04/10/2010
<b>Inspector</b>	Parm Sansoyer
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

St Luke's Catholic Primary School Out of School Club opened in 2003. It operates from a large school hall and one classroom. The group primarily serves the children attending the school, which is situated in the Trench area of Telford.

The setting is registered to care for a maximum of 24 children at any one time. There are currently 81 children on roll. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of the sessions on offer. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The group is open from 7:45am to 8:55am and from 3pm to 6pm during school terms, and 7:45am to 6pm during some school holidays.

There are four members of staff who work with the children, of whom three have appropriate qualifications. The group is in receipt of support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a familiar environment and benefit from a broad range of activities and experiences which promote their learning and development well. Staff recognise each child as an individual and provide good support for children's personal, social and emotional development. Staff's knowledge of the setting's effective policies and procedures helps secure children's welfare and health. Children are kept safe because staff supervise them well and risk assessments are largely effective and thorough. Links with parents, carers and other agencies are strong and the continuity of care and progression effectively meets children's needs. Collaborative working within the setting and other support agencies means best practice is welcomed and shared. The setting recognises the value of continuous quality improvement and the written self-evaluation systems to record this are developing. Consequently, the setting is well placed to improve in the future.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, to help continue striving for excellence
- develop further the risk assessments to include anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

Effective policies, strategies and procedures are in place to ensure the safeguarding and welfare of all children. A designated member of staff has clear management responsibility in relation to child protection and all staff are aware of this. All staff are suitably trained and know and understand their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. Staff supervise children well and take the necessary steps to ensure that the children are safe indoors and outdoors and that the furniture, equipment and toys are suitable and safe. Written risk assessments are undertaken of the premises and any outings undertaken. However, they do not cover everything with which a child may come into contact in the indoor and outdoor environment.

Parents and carers are made welcome and greeted with a smile. Many stay for a quick chat to feedback about their child's stay and are informed of any messages from school staff. Parents are kept well informed about the provision as they receive detailed information about the provision and its numerous policies. A well used notice board placed by the children's coats acts as a good reminder for parents. Links with the school and other settings that the children attend are strong and useful information is effectively shared to help meet their needs. Partnerships with other agencies are effectively established to help support children, including those with special educational needs and/or disabilities.

Since the last inspection the person in charge has taken on additional responsibilities and is now responsible for recruitment, the supervision of staff and maintaining the required documentation. This means she can easily monitor the effectiveness of the provision. The staff team show a strong commitment to the development and future of the setting and work well together. They are enthusiastic and work well, continuously testing new ideas and questioning practice to improve outcomes for children. They continually look for ways to improve the quality of the learning, development and the care they offer. For example, regular consultation with children means their voices are heard and acted upon. Staff note popular activities and make changes to the children's choice of snacks to meet their preferences. Parents also contribute to the process by completing questionnaires and making suggestions. Staff actively work alongside the local authority development worker and monitor the quality of the provision and outcomes for children. They are keen to embrace the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, to help them strive for excellence. A well organised environment offers planned, purposeful play. All adults are deployed well to support children's learning and welfare. Staff plan a broad range of experiences across the six areas of learning and use daily observations of what the children enjoy and achieve to help plan further experiences and extend their learning and enjoyment.

## **The quality and standards of the early years provision and outcomes for children**

Children have the autonomy to decide how to invest their curiosity through spontaneous play. This routine complements the school day well and means children thoroughly enjoy their time at the setting. Children develop close relationships which are warm and caring, and these help build their self-assurance. They are confident within their environment and easily vocalise what they like and want throughout the session and due to this regular consultation they show a real sense of belonging. During snack times children are able to select their own sandwich filling as staff respect the choices they make. Staff know the children well and recognise their uniqueness and individual circumstances. Therefore, children's emotional well-being is given good priority as staff work hard to promote children's self-esteem. Many children enjoy taking on additional responsibilities by volunteering to be helpers at snack-time. Children have positive relationships with their peers and many have developed close friendships and enjoy being together.

Whilst at play, children show good and sustained levels of interest and extend their creativity as they act out and explore their own ideas. A group of boys become engrossed in their activity of building a football stadium with large wooden bricks, whilst a group of girls use construction toys and cogs to build and create their pretend computers. Many younger children use a good range of props and role-play equipment to increase their imagination. Children learn about texture and use their senses as they play with dough and corn-flour mixed with water. They develop their curiosity as they use crayons, paints, scissors and make collages and models. Children problem solve, make connections, count, sort and match as they build with construction toys, use puzzles and games. Children enjoy practical opportunities to question why things happen. They use their number skills when weighing and counting as they bake, making bread, pizzas and jam tarts. Children show a real interest in technology and use the laptops, games consoles and programmable toys. Staff encourage children to learn about the wider world and the importance of respecting each other's differences and customs. Children gain an understanding of diversity through themed activities and access a varied range of quality resources, such as books, dolls, and small world people, dressing up clothes, pictures and posters. For example, children learn about Chinese customs through accessing a rich range of interesting artefacts and celebrate Chinese New Year by making lanterns and using chopsticks to eat their noodles.

There are effective hygiene practices in place to prevent the spread of infection. Children benefit from a substantial snack, which is well balanced and nutritious. They learn about the benefits of exercise and thoroughly enjoy physical activity. During their time at the setting children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their well-being. Children are well behaved and understand what is expected because they are involved in making the setting's rules. They successfully develop skills that contribute to their future learning and know how to work independently

and with their peers.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met