

St Thomas More R C Primary School Out Of School Club

Inspection report for early years provision

Unique reference number	EY292989
Inspection date	09/11/2010
Inspector	Jan Leo
Setting address	Oxford Road, Kidlington, Oxfordshire, OX5 1EA
Telephone number	01865 373674
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Thomas More Out of School Club registered in 2004. It is one of several settings run by Oxford Active Ltd. and it is based in a temporary building within the grounds of St Thomas More Roman Catholic Primary School in Kidlington. The club has use of the school hall and school grounds. Access to the club is wheelchair friendly.

The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may accept a maximum of 16 children under the age of eight years at any one time and all may be in the early year's age group. The majority of the children who attend are over the age of eight years. Attendance varies each day but there are currently one or two children in the early year's age group who attend on Monday, Tuesday and Wednesday each week.

The club is open from 3.15p.m. until 6.00p.m. on weekdays during term time. Three members of staff and a young helper work with the children each day and of those, one has a relevant qualification at level 3 and two have a level 2 qualification. One member of staff is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The out of school club fails to meet the needs of the children in the early year's age group. The partnership with parents and children's other carers is weak and results in the staff being ill equipped to meet children's individual needs. The staff have insufficient support from the company to understand their role fully; consequently, a number of statutory requirements are not met, which compromises children's safety. Whilst the staff form good relationships with the children and are eager to raise standards, some of their procedures and records do not support a professional service and children's health and safety are compromised.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all supervisors and managers hold a full and relevant level 3 qualification (Suitable people) (also applies to the compulsory part of the Childcare Register) 01/12/2010
- engage with, and provide information to parents, about the type of activities provided and the daily routines of the club (Safeguarding and promoting children's welfare) 01/12/2010
- ensure that any care provided for older children does not adversely affect the care of children receiving early years provision (Suitable people) 01/12/2010
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 01/12/2010
- keep an accurate record of attendance showing all the children who are present and their actual times of attendance (Documentation) (also applies to both parts of the Childcare Register) 01/12/2010

To improve the early years provision the registered person should:

- assign each child a key worker who is over the age of 17 and can be counted in the ratios.

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of child protection issues and the procedure to follow if concerns arise. They conduct daily safety checks to reduce hazards but the risk assessments undertaken are not thorough. For example, these cover only a few of the things the children come into contact with. Additionally, the record of risk assessment does not meet stipulated requirements. The staff supervise children appropriately as they play. The record of attendance does not always reflect the correct number of children present or an accurate time of arrival. This compromises safe evacuation in an emergency.

Resources are not used effectively to meet children's social and emotional needs. The staff greet young children on arrival to help them feel welcome but some find the noise and bustle of the older children overwhelming. Despite having more space available, all meet in a single room initially where there is limited seating and little space to move around. The older children rush around excitedly as they play and have a great deal of fun. They show no signs of being unkind to the younger children but their noise does have a detrimental impact on the confidence and security of some young children who attend.

Some of the staff who run the club also work in the school during the day and consequently have every opportunity to build strong partnerships with children's

other carers. However, little useful information is exchanged regarding children's specific needs resulting in an inability to consolidate care plans and work consistently to overcome any difficulties. The club provides a key person to help young children settle easily. Due to a lack of knowledge regarding the specific legal requirements, however, the person appointed is too young to be counted in the ratios and lacks the experience needed for such a role; consequently, children's individual needs are not met.

Engagement with parents is weak; they receive little or no information about what their children do or the activities provided, which is also a legal requirement. They have not seen the club's policies but could do so on request.

A company representative visits the club regularly in an attempt to support the staff but there is no formal induction or development review for the new person in charge since appointment to the new position. The people employed to work with the children do not always meet the criteria regarding age and qualifications and, consequently, they do not have the skills to meet children's individual needs. Staff training is encouraged to help lead improvement but as the self-evaluation process is not completed by the staff who work on site, it fails to identify weaknesses, and does not reflect actual practice.

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

The children are handed over to staff who they know at the end of the school day but, nevertheless, some find it difficult to separate from their teacher and appear to feel very anxious. They choose what to do from a range of activities laid out in advance of their arrival, and work with an adult who helps them to settle and feel more secure. Young children stay close to their peers and make no attempt to link with older children or venture far from the adult. They enjoy colouring to develop their creative talent and concentrate well when working together. The children share the crayons fairly and use them with increasing control to practise their physical skills. They have opportunities to experience a full range of activities to develop their skills in all areas of learning. The staff encourage children's independence by taking a relaxed approach to each session and letting children choose what they want to do. As a result, the children tend to stick with the things they know and are not actively encouraged to join with other children or take up new interests.

Young children relax as the session progresses and some of the older children move outside. All are free to ask for favourite resources if these are not already out but the children have limited input from staff to suggest new games to increase the variety of their activities. The children attend on a very part-time basis and the out of school club is not their primary carer. The staff therefore feel there is little need for advance planning and prefers children to make choices each day according to their moods. Staff sometimes list the activities on the board for parents to see when they collect but families do not get information in advance to

feel fully involved in their child's day.

The staff observe the children in order to decide on suitable activities but they do not currently get useful information from parents and children's other carers to reinforce what they do elsewhere and help those with special needs integrate easily and overcome their difficulties.

Children learn about healthy living suitably overall. They recognise their personal needs at the end of the school day, having a rest if needed or enjoying exercise outdoors in fresh air. Children's specific individual dietary needs are accommodated well; however, children are not involved in making their own snacks and, although offered several options, many sandwich fillers are overly sweet, which does not help them understand healthy eating.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the Early Years section of the report (Suitable adults) 01/12/2010
- take action as specified in the early years section of the report (Documentation) 01/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 01/12/2010