

# St Thomas More R C Primary School Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY292989
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Angela Cole

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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 Thomas More R C Primary School Out Of School Club opened in 2004 and is one of several settings run by Oxford Active Ltd. It is based in a temporary building within the grounds of St Thomas More Roman Catholic Primary School in Kidlington, Oxfordshire that all children attend. The club has use of the school hall and school grounds. Access to the club is wheelchair friendly. The club is open from 3.15pm until 6pm on weekdays during term time.

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 years age group. The majority of the children who attend are over the age of eight years. There are five children on roll in the early years age group of whom one or two children who attend each weekday. The club currently supports a number of children learning English as an additional language.

Four members of staff and a young helper work with the children with at least two adults present each day. Of those, the play leader has an appropriate qualification in playwork and the deputy is gaining a Level 3 qualification. There are two staff working towards Level 2 qualifications in playwork. Operational links are in place with the school on whose site the club is located.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers a happy, relaxed environment where the individual needs of children are suitably supported by caring, responsive adults. Suitable arrangements are in place so that children adopt healthy routines while risks to children's safety are assessed to encourage their developing independence. Overall, children are supported to make sound progress in their learning and development as staff closely observe their play and follow their interests. Newly implemented strategies for self-evaluation mean that adults are beginning to identify areas for improvement, including provision of further resources to support children's out-of-school experiences and activities. The management has links with the feeder school and establishes strong partnerships with parents to appropriately support children's development and play.

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

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

- analyse observations to plan the next steps for individual children to support the monitoring of their development

- develop the resources freely available to children, including natural materials and for varied outdoor opportunities.

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

Children are safeguarded appropriately as all required staff checks are carried out. The senior staff have a secure understanding of child protection issues and the procedure to follow if a concern arises; through suitable basic training, supporting staff are aware of the action to take in such an event. The premises are safe and adults are delegated to supervise children to prevent unwarranted contact with non-vetted persons. The club operates under suitable, regularly reviewed policies with all required documentation maintained to foster children's health and safety. Detailed risk assessments are in place to reduce hazards for children regarding the indoor and outdoor premises and activities. The children unwind in the designated club room that is suitably furnished for out-of-school care to provide areas for relaxation and creative, constructive, small world and physical play. The club offers a basic range of quality resources set out at a low level for children to choose safely and they are free to ask to go into the storeroom for other equipment that they require.

Equality and diversity are soundly promoted so that children are known and responded to as individuals. This includes those learning English as an additional language who share words in their home languages. The staff are friendly and approachable so that they establish open relationships with families. As a result, information is effectively exchanged, for example, when children join the group so that they settle quickly. Parents are well involved as they receive details about the routine and activities, are invited to see the children's folders at any time and are free to join the activities before collecting their children. Their views are well noted to influence the club's provision, for example, regarding the content and timing of the sandwich or hot meals provided. Systems are developing for communicating with the school on site to support the continuity of the children's care.

The actions and recommendation from the previous Ofsted visit and inspection have all been effectively addressed to ensure that children are cared for by suitable people within an appropriate environment and to improve documentation, partnership with parents and children's safeguarding. The management communicates high expectations to supporting staff about securing improvement. As a result, staff are enthusiastic and are channelling their efforts to systematically tackle key requirements to build on the club's strengths. Consequently, significant areas for development have been identified and those in charge demonstrate a sound capacity to tackle these to bring about further improvement to the provision and outcomes for children.

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

Children are well behaved at the club and respond to the signals from staff when they need to listen. The atmosphere is calm and younger children benefit from the care and interest of older ones. For example, they support new children by holding hands to take them to the school hall and help them to access their tea. They will include them in their activities, such as sports games, reading and mask making. Children take turns as staff enable them to develop negotiating skills so that, for example, they add their names to a list to use the technology equipment. They patiently wait in line for their hot tea, such as pizza, to be served. This helps the children to feel safe and supported in this caring environment.

The staff encourage children to take responsibility for their personal hygiene. Younger children are sometimes supervised when visiting the toilet though do not regularly discuss the reasons. Exercise is part of the children's daily options at the club. They enjoy table football and pool indoors and the outdoor play which is mainly physical. They are challenged to climb and balance on physical equipment and to play ball games in the school grounds. Drinks are readily available at tea-time and children may ask for a drink when in the club room so that they are not thirsty.

Staff have a sound understanding of the Early Years Foundation Stage regulations and requirements. They have adopted a system for recording children's progress which suits the after-school provision. This involves providing evidence based on the key person's regular observations of the children's play. The information is enhanced by photographs and a note of the areas of learning covered. However, the assessment does not link to the next steps in learning in order to successfully track each child's progress towards the early learning goals. The interests of children are suitably fostered through access to the range of club resources; this is enhanced each session by planned activities for older and younger children, some of which are based on their conversation and contributions to the suggestion box.

The children's choice is a focus of the club. The staff are gradually extending the resources available to transform the classroom into an attractive welcoming room in which children can develop through play. Manipulative materials, such as dough and clay, are included in special activities; however, children do not have free access to other natural materials to explore indoors. Overall, the outcomes for children's development are supported through staff members' willingness to attend training and extend their knowledge and ideas for children's play.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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