

# Little Oaks @ St Marys Catholic School

Inspection report for early years provision

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**Unique reference number**

EY417781

**Inspection date**

23/06/2011

**Inspector**

Parm Sansoyer

**Setting address**

St Marys Catholic Primary School, Pool Road, Studley,  
Warwickshire, B80 7QU

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**Type of setting**

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.

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

Little Oaks @ St Mary's Catholic School is owned by a private organisation and was registered in 2010. It operates from two mobile classrooms within the grounds of St Mary's Catholic Primary School in Studley, Warwickshire. There is a fully enclosed area available for outdoor play. The setting offers care for children who attend St Mary's Catholic Primary School, St Mary's Junior C of E School and Studley Community Infants School.

The setting is registered to care for a maximum of 40 children from four years to eight years, at any one time. There are currently 62 children on roll, of whom 17 are under eight years and of these four are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities. The setting is open each weekday from 7.30am to 9.00am for breakfast sessions and 3pm to 6pm after school, during the school term. It operates a holiday club during the school holidays from 8.30am to 6pm.

The setting employs four staff. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 5 in early years, one holds a qualification at level 3 in early years and the other is unqualified. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are significant weaknesses in the promotion of children's safety and welfare and in leadership and management. In particular, required safeguarding policies, procedures and records are not completely in place, or clearly understood by the staff. Also there are insufficient staff who hold a current paediatric first aid certificate and vetting procedures are not robust enough. Play opportunities and experiences help children make steady progress in their learning and development and they mostly enjoy their time at the club. Friendly and open relationships with parents exist and there are mostly adequate systems in place to keep them informed. Partnerships with the school and other agencies are satisfactory. The management team, however, have not developed sufficiently robust systems to monitor and evaluate the quality of the welfare, learning and development of children. As a result, the capacity of the provision to maintain continuous improvement is inadequate.

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 there is an effective safeguarding policy and procedure in place, which includes the procedure to follow in the event of an allegation being made against a member of staff (Safeguarding and welfare) 20/07/2011
- ensure at least one person on outings has a current paediatric first aid certificate (Promoting good health) 20/07/2011
- improve the risk assessment so that it includes all aspects of the environment that need to be checked and includes any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 20/07/2011
- maintain all policies and procedures required for the safe and efficient management of the setting and to meet the needs of children, this in particular relates to the procedure to follow in the event of a child going missing and a procedure for dealing with concerns and complaints (Documentation) 20/07/2011

To improve the early years provision the registered person should:

- improve staff's up-to date understanding of safeguarding issues so they know how to fully implement the safeguarding policy and procedure appropriately
- improve recruitment procedures through obtaining references to help make decisions about the suitability of staff and ensure effective induction training is provided for all new staff to include matters such as child protection and safety issues
- improve systems for the continued self-evaluation of the setting to support quality, extend practice and improve outcomes for children
- develop further the two-way flow of information with parents to keep them fully informed about the provision and its policies.

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

Some specific legal requirements have not been met, which seriously compromise the children's safety and welfare. The written policies and procedures in place in relation to safeguarding are not up-to-date and do not include the procedure to follow in the event of an allegation being made against a member of staff. This is a specific legal requirement which has not been met. The person in charge and most of staff team do not have an up-to date understanding of safeguarding issues or

know how to fully implement the safeguarding policy and procedure appropriately. The specific legal requirement for ensuring that at least one person on outings holds a current paediatric first aid certificate is not met at all times. Clear records show that all staff involved in the care of children have been vetted in relation to obtaining an enhanced Criminal Records Bureau check and the date on which they were obtained is maintained. However, decisions on suitability are made without consistently obtaining written references, to determine suitability before an individual is employed, and there is not an effective induction process in place. Consequently, recruitment and induction systems are not robust enough and this compromises the children's safety and welfare.

Staff supervise the children and carry out daily checks to eliminate and reduce risks in the environment. A written risk assessment has been introduced but is not sufficiently detailed and does not include all aspects of the environment that need to be checked and does not include any action taken following a review or incident, which is a specific legal requirement. In addition, a full risk assessment is not carried out for each type of outing to ensure children are kept safe while outdoors. In particular, this relates to when children are collected from the local schools. While many of the other required documentation, records and policies are in place, the procedure to follow in the event of a child going missing and a procedure for dealing with concerns and complaints is not in place. These are specific legal requirements, which have not been met and compromise the children's safety.

The person in charge and the leaders of the club do not have a secure enough knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. Therefore, they have failed to meet a number of specific legal requirements to help secure children's welfare and safety. Leaders do not drive and secure improvement effectively enough because they lack relevant information about the club's performance and fail to use this information to inform the club's direction. The premises are in a satisfactory state of repair and the environment is appropriately organised with the children's needs in mind. Consequently children freely access the resources available and show appropriate levels of interest in their play.

Partnerships with parents and carers and other settings and agencies are developing. Parents receive some basic information about the club when their child first starts. However, ongoing information about the club and its policies is inconsistent and therefore parents are not kept fully updated. Links with the host school have been established, as the person in charge of the club also works in the school during the day. This helps meet these children's needs and provide continuity of care. Children with special educational needs and/or disabilities are included, valued and appropriately supported.

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

Children's personal, social and emotional development is fostered well. Children are welcomed into a relaxed environment and are cared for by a familiar and friendly staff team. The club complements the school day and children have the autonomy to decide how to invest their curiosity through mostly playing spontaneously. Children develop close relationships, which are warm and caring, and this promotes a sense of belonging. Children interact well with one another and share their stories and interests during snack time and on arrival. Positive relationships with the staff mean children are keen to find an adult to share their ideas and enjoy this interaction.

Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, complete puzzles and play games. Children enjoy regular opportunities to freely colour and draw at the table. For example, many children busily use stencils, writing materials, empty boxes and glue to make their creations. Children develop their creativity through a planned range of arts and crafts activities, which are popular with the children. Children enjoy a variety of small world toys, such as garages, cars and animals to play imaginatively. Many children, including boys and girls, enjoy the dressing up clothes, dolls and pushchairs and use these to adopt roles and play imaginary games. Children have some practical opportunities to learn about the natural world as they observe changes in their natural environment and collect items of interest. They have a developing range of experiences to learn about their own and others' cultures and the wider community. For example, children celebrate Catholic festivals and they have been learning about Diwali and Chinese New Year through discussion, food tasting and planned craft activities.

There are appropriate hygiene practices in place to prevent the spread of infection. Children benefit from a varied snack, such as savoury rice, sandwiches, and various toppings on toast. Children enjoy being outdoors as they use the field and playground. Team games are especially popular with the children and staff engage and encourage all children to become involved and active. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. However, in the absence of robust risk assessments being in place, their safety cannot be assured. Children learn to behave well, join in and make friends, which are skills that satisfactorily help contribute to their future economic well-being.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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:

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 (also applies to the Voluntary part of the Childcare Register) 20/07/2011

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 (also applies to the Voluntary part of the Childcare Register) 20/07/2011