

St Lawrence Out of School Club

Inspection report for early years provision

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23/06/2011

Inspector

Sue Rogers

Setting address

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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.

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Description of the setting

St. Lawrence Out of School Club registered in 1999. It operates from the school hall and an adjacent room at St. Lawrence Primary School in Southam, Warwickshire. The setting is open Monday to Friday and sessions are from 7.45am until 8.45am and 3.15pm until 5.45pm during the school term. The setting also operates for one week during the school holidays and sessions are from 7.45am until 5.45pm. All children share access to secure, enclosed, outdoor play areas. The setting serves the local area and children who attend the host school.

A maximum of 24 children aged between three and five years may attend at the setting at any one time. Currently there are 38 children on roll, 11 of whom 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. It supports children with special educational needs and/or disabilities.

There are three members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 3 and two hold NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending this popular setting where they make satisfactory progress. Children feel valued and included as there are appropriate strategies in place to support their varying needs and preferred play preferences. Policies and procedures are generally effective in protecting children's needs. Partnerships with parents and additional agencies are successful and help to promote children's continuity of care. The indoor provision provides an interesting range of stimulating opportunities to encourage children's learning and development. The setting is developing systems to monitor its effectiveness and demonstrates that there is satisfactory capacity to improve in the future.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review and conduct a risk assessment regularly, at least once a year or more (Suitable premises, environment and equipment) 23/07/2011
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. (Safeguarding) 23/07/2011

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as staff have a suitable knowledge of how to protect children. They know how to respond if there are any concerns in respect of a child's care and work closely with additional agencies to protect children's needs. Recruitment procedures for staff are appropriate, with all staff being checked and vetted for their suitability and qualifications. A united staff group are supported in their role by each other and, therefore, are able to discuss the needs of individual children and organise activities that closely meet their needs. Staff are supported to develop their qualifications and are mostly supported to attend update training. However, due to a cancellation of a recent course, staff have not renewed their first aid qualifications which is a breach of the requirements. Staff ensure children arrive safely at the start of the session and are safely collected by parents at the end of the day, promoting their well-being. Staff are vigilant while children play and conduct visual checks of the premises on a daily basis. However, the documented risk assessments have not been reviewed on an annual basis, which is a requirement. Children's attendance is recorded by both staff and parents as they collect their child, and all accidents are recorded and parents are properly notified.

Self-evaluation systems, to measure the effectiveness of the setting, are in the early stages and staff are motivated to improve the quality of the provision. They have begun to involve parents' views, through the use of questionnaires and discussions, and consult with the children that attend the setting and external agencies. The setting is well supported by the host school and through this develops effective partnerships with external agencies. Activities are planned appropriately and interesting outings are arranged for children during teacher training days and during the school holidays. The premises are well planned and there are a good range of resources available to meet the ages and needs of the children that attend. Children have access to the school hall, which they use for creative activities, and a smaller classroom where they can relax on comfortable sofas. All children are fully included in the activities at the setting as staff use their individual knowledge of children to plan and adapt activities so these suit their needs.

Parents are pleased with the care their children receive and are kept well informed of their children's progress and activities through discussions at collection time. Staff are flexible and accommodating to the varying needs of the children and their parents. Staff also liaise well with school teaching staff when they collect children from their classrooms at the end of the school day. Children's transitions are supported as staff members also work in the host school and keep parents

informed of aspects of their child's whole day. There are effective strategies in place to support children who speak English as an additional language and those with special educational needs and/or disabilities as staff have established links with other agencies. Staff promote children's understanding of the needs of others as they use resources that give positive representations of other cultures.

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

Children make suitable progress in this setting as they are cared for by considerate and qualified staff. Children who are in the early years age group have their progress recorded through annotated photographs and evaluative summaries that contribute towards their learning journeys. Staff support children's activities appropriately by listening to what they say and responding to their preferred play preferences. The premises are equipped with a range of play activities that enable children to enjoy imaginary experiences. Children enjoy playing with the role play kitchen, dolls and cars and creatively make a tent from sheets and chairs. A relaxing environment is promoted in the quiet room through the provision of children's art work, moving wall displays and comfortable seating. Children who become ill at the setting are cared for as they are able to relax on a small bed or one of the sofas.

Children show a good awareness of the importance of a healthy lifestyle. Personal hygiene routines are adopted that protect children from illness and infection and children wash their hands before meals. They enjoy a nutritious home cooked meal provided for them each session that provides opportunities for them to eat together and enjoy mealtimes as social occasions. They take responsibility for the setting as they clear away their plates when they have finished and help tidy away at the end of the session. There is always water available so that children can independently pour their own drinks throughout the session. They frequently access the outdoor areas, where they enjoy more active games, helping promote their appreciation of exercise well. Older children support the younger children through being considerate and recognising that they have different needs. Consequently, children have formed firm friendships with each other and enjoy each other's company. Children have a developing appreciation of people's different needs, views, cultures and beliefs because staff promote equality and diversity and they access a range of resources. Support systems are in place for children who have recently commenced attending the setting, which ensure they settle well. Children behave appropriately because staff remind them to be kind and considerate to each other throughout sessions.

Children develop their problem solving skills through playing board games and using the computer. Links with their school activities are promoted as all children can access their school work through the computer system and can continue with this if they wish. Children communicate throughout their play by chatting to each other and sharing their ideas for further play opportunities. They learn about the world around them as they use the outdoor area and explore the rural community

by visiting the local parks and shops. Overall, children are learning a sound range of skills which will contribute towards their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2
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

Outcomes for children in the Early Years Foundation Stage	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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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