

# St Brigids Catholic School

Inspection report for early years provision

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**Unique reference number** EY422171  
**Inspection date** 06/09/2011  
**Inspector** Carol Johnson

**Setting address** St. Brigids RC Junior & Infant School, Frankley Beeches  
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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

Bright Brigids Out of School Club is one of three settings run by the present owner. It was registered in 2011 and operates from the school hall of St Brigids Primary School in the Northfield area of Birmingham. The club serves the local area. There is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3.30pm until 6pm. A holiday club operates during some school holidays and sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions.

A maximum of 24 children may attend the club at any one time. The setting currently offers care for children from four years to 11 years of age. There are currently 45 children on roll, five of whom are within the early years age group. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club provides care for children who speak English as an additional language and those who have special educational needs and/or disabilities. There were no children present who are in the early years age range during the inspection.

The club employs four members of childcare staff, all of whom hold appropriate early years qualifications. The manager holds an early years degree. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the relaxed and happy atmosphere evident within the club. They enjoy access to a satisfactory range of resources and activities that suitably meet their needs and reflect their interests. Children are cared for by a friendly and enthusiastic staff team who interact with them in a positive and caring manner. Some legal requirements have not been met and systems for self-evaluation and planning are not yet fully effective. However, the setting demonstrates a satisfactory capacity for improvement.

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

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

- ensure that there is at least one person on the premises at all times with a first aid certificate (Suitable people) 13/09/2011
- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's 13/09/2011

welfare).

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

- use the Ofsted self-evaluation form and quality improvement processes as the basis on ongoing internal review
- develop systems used for planning and improve strategies for finding out about children's individual needs and interests
- improve the range of resources and equipment that help children progress towards the early learning goals.

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

Children are suitably safeguarded. Staff demonstrate a satisfactory knowledge and understanding of safeguarding issues and know the procedures to follow should they have any concerns. Staff undertake daily visual safety checks with regard to the premises and equipment, and management ensure the risk assessment record is reviewed and updated in line with the Early Years Foundation Stage requirements. All adults working in the club and been appropriately vetted and children are only released into the care of authorised individuals. Most legal requirements of the Early Years Foundation Stage have been met, but systems to ensure that someone with a current paediatric first aid certificate is on site at all times are not in place. Also, staff have failed to obtain written parental permission to seek any necessary emergency medical advice or treatment for their children. Consequently, children's welfare is compromised. Documentation to ensure the safe and efficient management of the setting is somewhat disorganised, but written policies are shared with parents and these reflect staff practice.

The manager and her staff team show a sound capacity for further improvement. They have attended a range of training courses and have considered some things that they would like to improve. For example, they would like to introduce a regular newsletter and are considering ways of using available space and resources more effectively. Children have sufficient space to play and rest, but toys and equipment to successfully support the play and experiences of the younger children are not in abundance. Self-evaluation is still in the very early stages. The manager shows a sound appreciation of the setting's strengths and weaknesses, but systems for effectively evaluating everyday practice and involving others in the process are not yet in place.

Children receive consistency of care because friendly relationships exist with parents and a successful partnership has been forged with the host school. Club staff liaise well with teaching staff at the school and regularly exchange information relating to children's well-being and care needs. Monthly meetings are arranged between club staff and the school headteacher, and this ensures a shared approach to children's welfare and learning. Inclusive practice is evident within the club. Suitable systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional

language. Staff are fully alert to the benefits of working in partnership with parents and others and are aware of local support services.

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

Children present during the inspection are having fun and are eager to come into the club. Children are keen to talk to staff about their experiences and are at ease to go to them for reassurance and support. Staff interact well with the children and talk to them about what they would like to do and involve them in organising some games and activities. Staff suitably plan sessions based on what they know about the children in their care and forthcoming events, for example, festivals. However, ways of effectively involving children in the planning process have not been effectively explored. As a result, children's enjoyment and learning potential are somewhat impeded.

Children play well together and older children often support the younger ones and participate in their games. Staff thoughtfully allow play to develop, but are at hand should children ask them to join in or it becomes necessary or beneficial for them to intervene. Children benefit from the familiar school environment. Routines and boundaries established by staff in the club help children to settle and know what is expected of them. Children are gaining a good understanding of safety and their part in promoting it as they follow safe practices and promptly respond to staff instructions and requests. For example, they learn to use scissors safely and sensibly and know that they must ask before leaving the room to visit the toilet. Children learn about 'stranger danger' and road safety through everyday discussion and planned activities.

Staff regularly observe children during play to assess where they are at in terms of their development and learning and to find out about their individual needs and interests. They describe how communication books are maintained for children in the early years age group and these are used to encourage information sharing between school, home and parents. Information recorded includes children's achievements, behaviour and any welfare issues. As a result, there is coherence and consistency of care for children. Staff provide children with positive role models to follow. They are calm and caring and readily praise children's efforts and achievements. Consequently, children are keen to cooperate and demonstrate good self-esteem. Behaviour management strategies used by the staff are positive and consistent with those adopted by the school. These actively encourage children's good behaviour and manners and their respect for people and property.

Staff have appropriate systems in place to support children's health and well-being. Children wash hands before snack and some activities are planned to help them learn about the benefits of a healthy diet. For example, children received a visit from representatives of a local supermarket, who encouraged children to try a range of foods and spoke to them about healthy eating. Children enjoy regular access to a large outdoor play area and there are lots of opportunities for them to run around, play ball games and generally expend energy. Indoors, they can play with interactive computer games which teach them about technology and how it is

used, while at the same time exercising their minds and bodies. Children are learning about the wider world in meaningful ways. For example, through everyday discussion and a variety of activities based around various religious and cultural festivals.

## 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	3
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	2
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	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	2
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:

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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for). 13/09/2011

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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for). 13/09/2011