

St Philip's Family Club

Inspection report for early years provision

Unique reference number	EY422896
Inspection date	14/09/2011
Inspector	Judith Rayner
Setting address	St. Philip Neri & St. Bedes Primary School, Rosemary Street, MANSFIELD, Nottinghamshire, NG19 6AA
Telephone number	07854 245 222
Email	
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 Philip's Family Club was first registered in 2004 and came under new ownership in 2011. It operates from a designated modular building on the site of St Philip Neri with St Bedes Catholic Primary School in Mansfield, north Nottinghamshire. Children are mainly cared for within the modular building but also have access to the hall and Information Technology suite in the main school building. There are several outdoor play areas which are fully enclosed and secure and are accessible to children. Access to the modular building is up a ramp and there is sufficient parking available in the school car park. Opening times are from 7:30am until 9am and 3:30pm to 6pm, Monday to Friday term time only. It also operates during some school holiday periods between the hours of 8am to 6pm. It is closed during the Christmas holiday period.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 27 children at any one time. There are currently 95 children attending, of these, 12 are in the early years age range. Children attend from the St Philip Neri with St Bedes Catholic Primary School. The club currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The club employs four staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy, settled and enjoy their time at the club. Children make good progress in their learning and development because staff provide a good range of activities that enable children to independently explore and enhance their all-round development. Children's individual needs are mostly well met because of the good partnerships between parents and others involved in their care and learning of the child. The setting demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review some aspects of the system used to undertake and record observations of children's achievements and their next steps of learning to track their progress more closely and frequently
- review the systems in place to link with other's involved with the learning and care of children, enabling staff to consolidate and keep up to date with children's learning and development.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. Staff have a good understanding of their roles and responsibilities in protecting children and are familiar with the procedures to take should they have any concerns regarding a child in their care. A clearly written policy is in place containing all relevant and current procedures and contact numbers, enabling staff to follow the guidelines effectively. Parents and carers are informed of the responsibilities of the staff from the onset. Children are further protected because the premises are secure and are effectively supervised by staff. Appropriate recruitment, selection and induction procedures are in place, supported by regular supervision of staff, enabling senior managers to monitor the suitability of staff working directly with children. Visual daily risks assessments are undertaken, supported by written evidence, ensuring that all areas where children are cared for are safe. Overall, this promotes a safe environment where children feel safe and secure to explore and investigate.

Records, policies and procedures are accurately recorded and well maintained, highlighting the service that is offered and how children are cared for. Staff deploy themselves well, ensuring children are supervised and supported in their play. The organisation of the setting enhances children's well-being effectively. Overall, a good range of toys and resources are provided to support children's play and learning, both inside and outdoors. There is a good key person system in place to ensure all children receive equal care and attention. The staff know their children well. Girls and boys play with the same toys, both inside and outdoors, and differing religious and cultural festivals are acknowledged. Staff are sensitive in their approach to inclusion and offer a good range of supporting systems to help children settle into the club, including those with additional needs. Staff work closely with parents from the onset to find out as much as possible about their child whilst fully respecting parents' wishes. The setting also provides a range of dual language information and practise developing their language skills, offering reassurance to children who's first language is not English. Staff are mindful of adapting activities to support a range of children's abilities and interests.

Discussions are held on a daily basis and staff understand the importance of offering a friendly and professional service to parents and carers. Further information is provided for parents such as, an attractive notice board displaying a good range of information relating to the setting and childcare issues and robustly written policies and procedures. A suggestion and comment box enables parents and children to contribute to ideas to improve the setting. There are suitable systems in place to link with others involved in the care of the children, although this does not fully support staff in consolidating children's learning and progress whilst the children are attending the club.

The useful system for self-evaluation includes collecting opinions from children, parents and staff on all aspects of the provision. This information is used well to identify and secure areas for improvement, such as, the children invited an artist to come and provide further ideas for decorating the club wall. Staff have also

improved the menus which are now healthy and well-balanced and a cleaning rota to ensure all toys and resources are effectively maintained.

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

Children settle quickly when they arrive at the club. They meet in the school and walk across the playground in an orderly manner and line up outside the modular building before entering the club premises. Children are comfortable and familiar with the routine as they hang their coats and bags up and engage in activities which are attractively presented and easily accessible in the club room. Their behaviour is exemplary as they play cooperatively with the computer games, taking it in turns or sit very well, eating their tea at the table. They are fully respectful of other's similarities and differences, are courteous using words, such as 'please' and 'thank you' and express interest when children show their achievements, such as, drawings and paintings. There is a good sense of ownership and belonging at the club. Children have good relationships with the staff.

Staff create an environment which is calm but busy. Children benefit from this approach and have lots of fun as they learn through play. Children make good progress in their learning and development. A good range of toys, resources and activities motivate and encourage children to explore and investigate. This is because the staff understand how children learn through play. Activities are generally tailored to meet the early years children in attendance with a more flexible approach in planning to support the progress of older children. Children's progress is not always closely monitored because not enough observations are undertaken or recorded on a regular basis. This then restricts staff in making secure assessments of the stage and level of progress that the child has made and clear plans for their next steps in their learning. Despite this, staff know their children well and take into consideration the range of children's abilities and work well in meeting their overall needs.

Children make independent choices in their play. They enjoy using programmable toys, such as, computer games and use consoles with confidence. They play cooperatively with small world figures and a play house, engaging in conversation about events from home. They explore with texture, such as, painting on canvas and create their own design of art and are proud to show their parents when they are collected at the end of the day. They spend time outdoors in the fresh air using water and paint brushes, kicking and catching balls and skipping. Children use their hands to dig in the dry sand as well as using containers, funnels and wheels to move the sand around the tray. Children follow good hygiene procedures which is effectively supported by staff practice, for example, children know to wash their hands after they have used the toilet and before they eat. Staff use gloves and aprons to prepare the food. Children make choices in the food they are offered which is healthy and well-balanced. They recognise when they are thirsty and help themselves to the jug of water and cups. Children are establishing key skills to support their future learning. They participate in fire drills so they learn about their own safety. Children independently take their plates and cups to the kitchen door

for washing. They use programmable toys such as computer games and toy tills with play money, mark make using a range of pens, crayons and felt tips to draw pictures.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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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