

St Catherines Out Of School Club

Inspection report for early years provision

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EY409691

Inspection date

27/09/2011

Inspector

Lynne Naylor

Setting address

St. Catherines RC Primary School, Moss Lane, LEYLAND,
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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 Catherine's Out of School Club was registered to a committee in 2011. It operates from St Catherine's Primary School in Leyland. Children are mainly cared for in the hall with direct access to an outdoor play area.

The club opens Monday to Friday, term time only. Breakfast club is open from 8am to 8.50am and after school club is open from 3.15pm to 6pm. A maximum of 45 children under the age of eight years may attend at any one time. There are currently 11 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years. Currently, there are 60 children attending in this age group. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The out of school club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs nine members of child care staff. Of these two hold appropriate early years qualifications at level 2, four at level 3 and one at level 4. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child's unique needs are effectively met in an inclusive, accessible and safe setting. Children make good progress in their learning and development. There is a positive relationship with parents and strong links with the host school. A confident management team communicate ambition and drive. Staff are well trained, reflective and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- make the records on staff more easily accessible to those who have a right or professional need to see them
- build on the partnerships with parents to encourage them to share what they know about their child particularly when the child first starts to attend.

The effectiveness of leadership and management of the early years provision

Staff effectively safeguard and promote the welfare of children. They fully understand and follow clear, written child protection policies that are in line with Local Safeguarding Children Board procedures. All staff regularly train in how to protect children and are aware of how to work with other agencies. All staff are

also trained in first aid, which enables them to safeguard children's health in an emergency. Staff carefully monitor the safety of children indoors and outdoors. Records of risk assessments, children's attendance, evacuation practice, accidents and medicine administrations are well maintained. These records help keep children safe. A rigorous procedure relating to the recruitment and vetting of new staff is clearly written in a policy. However, some of the information used to assess the current staffs' suitability is not readily accessible. This hinders the ability to demonstrate that checks have been done. In the event of the manager being absent this also makes it difficult for staff to be deployed effectively.

The committee meets regularly to discuss the management of the club and has a clear vision of what they want to achieve. They devised and follow a useful checklist to monitor that all the statutory requirements of the Early Years Foundation Stage are met. They have put in place a number of useful systems to drive and secure improvement. For instance, each staff has an identified responsibility to lead aspects of the club. For example, one staff co-ordinates creative activities and another co-ordinates snacks. The views verbally expressed by children, parents and staff are included in the evaluation of the club. This leads to well targeted plans for future improvement. Formal systems of seeking parents' views are developing. The hall and resources are carefully organised so that children can easily help themselves to a wide range of toys and equipment. This enables children to work independently and as part of a group. Effective deployment of staff affords children the choice to flow freely indoors or outdoors. Good provision of outdoor equipment provide for a wide variety of different physical activities and experiences.

Written policies reflect the requirements of the Early Years Foundation Stage. They are kept in a file accessible to all parents. To ease children's transition to the club, staff meet children who are due to start school and have places booked at the club. An informative 'prospectus', some newsletters but mainly notice boards keep parents well informed. Parents provide all the required information about their child's background and needs before they start at the club and this is clearly recorded. Information about their child's interests, learning and development is not available before they start at the club. However, a useful system to obtain some of this information from children after they have been at the club for a couple of weeks is in the early stages of implementation. While at the club, children have a home school diary, which parents, school and the club use to share information. There is a designated key worker for each child in the Early Years Foundation Stage. Each child has an achievement record in which their key worker notes any observations, assesses children's progress and plans the next steps in their learning. This effectively supports each child to make good progress in their learning and development.

The partnership with the school that children attend is evolving well to support the delivery of the Early Years Foundation Stage. Staff are very familiar with the children's needs and abilities as they also work in the school during the day. They are fully aware of the school's weekly plan and provide complementary activities at the club to promote and extend children's learning. Staff actively promote equality and diversity. Children are encouraged to bring things in from their home, holidays

and special events. This provides ideal resources to reflect culture and diversity.

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

Children are knowledgeable about all aspects of healthy living. At any time during the club, children confidently serve themselves healthy snacks. Sometimes, children are involved in the preparation of snacks. They fill pitta bread with ham, cheese, spinach and salad peppers. They pour their own drinks from jugs of water and milk. Every day, children exercise vigorously in the fresh air as they engage in a wide range of physical activities in outdoor play spaces. For example, they walk with increasing ability and confidence on stilts, skip with ropes and balance well as they bounce on space hoppers. Some days children enjoy organised team games, such as football and cricket.

Children demonstrate a clear sense of security and belonging at the club. They confidently talk to each other, staff and visitors. Children behave very well and can explain the club rules, which they have agreed and are displayed on the wall. Young or new children are particularly well supported by older children who help them follow club rules. There are many opportunities for children to learn how to use tools safely, for example, when baking and in the creative area. Children demonstrate an understanding of safety. For example, they take care when using knives to cut apples for the apple crumble.

Children make good overall progress in developing the personal qualities that enable them to take responsibilities for small tasks and develop skills for the future. Children's behaviour is very good. They have a good relationship with adults and play in harmony with each other. Staff are well deployed to support children's learning and welfare. Children work very well independently and learn successfully through self-selected and adult-led play based activities. This is because strong organisation and planning ensure each child is suitably challenged. Children refine their numeracy and technological skills as they operate simple equipment, such as weighing scales. For example, they accurately measure quantities of flour to make apple crumble. They learn to recognise numerals quickly and develop their hand to eye coordination as they play bingo. Children learn well from enjoyable activities that are well linked. For instance, they play imaginatively as they dress up and pretend to be witches in the haunted house role play area. They refine their literacy skills as they make and decorate books in which they write spells. They develop their creativity as they make paper spiders.

Children actively organise aspects of the club, particularly the role play area. For example, children set up an African village. They planned the area and brought items from home, such as different materials and bowls. They also made shakers and rainmakers. They also set up a French cafe which enabled them to develop their knowledge of French culture and language. For example, they learnt French with a French speaking staff member. They tasted foods, such as French bread, croissants and cheeses. Children learn to value and respect diverse cultures and

languages as they play and enjoy many related craft activities.

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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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