

Holy Innocents Out of School Club

Inspection report for early years provision

Unique reference number	EY262440
Inspection date	03/11/2011
Inspector	Vicky Turner

Setting address	Holy Innocents Catholic Primary School, Mitchell Road, Orpington, Kent, BR6 9JT
------------------------	--

Telephone number	07980 198 018
-------------------------	---------------

Email

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Holy Innocents Out of School Scheme has been registered since 2003, previously operating from different premises. It currently occupies two rooms within Holy Innocents School and has use of a fully enclosed outdoor area. A maximum of 30 children aged under eight years may attend at any one time. The scheme operates a breakfast and after-school club. It is open from 7.30am to 9am and 3pm to 6pm each week day during term time only. There are currently 75 children on roll aged between four and 11 years who attend Holy Innocents Primary School. Of these, five are in the early years age group. The scheme supports a number of children with special educational needs and/or disabilities. A team of five staff work with the children, including the owner, with a minimum of three staff at each session. One member of the staff holds a National Vocational Qualification (NVQ) at level 3 in childcare and the other holds an NVQ at level 3 in playwork. One member of staff is a level 3 teaching assistant and two members of staff are working towards NVQ at level 3 in playwork. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming and inclusive environment where children make satisfactory progress. The development of information and communication technology skills and children's understanding of disability is limited by the available resources. The setting engages well with parents and carers and is developing close links with the school. Children's welfare needs are satisfactorily met, but daily risk assessments are not recorded. There are no formal systems in place for monitoring and evaluating the provision, although the setting has identified some areas for improvement. The recommendations from the last inspection have been fully addressed and as a result the setting's capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- Make a record of risk assessments clearly stating when they were carried out, by whom, date of review and any action taken following a review or incident. 14/11/2011

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

- devise a system of self-evaluation that includes parents and carers,

in order to identify strengths in the provision and ways to improve children's learning

- further develop systems for observing and assessing children's progress that link closely with areas of learning and identify next steps
- strengthen the partnership with the school in order to successfully complement the education and care provided for children
- improve information and communication technology resources to develop children's skills in this area
- develop resources to support and extend children's understanding of disability.

The effectiveness of leadership and management of the early years provision

The setting has a range of policies which have recently been reviewed to support staff in meeting the children's needs. Daily health and safety checks are conducted but these are not formally recorded, which means that children's safety is compromised. This is a breach of welfare requirements. Staff recruitment procedures to establish their suitability to work with children are thorough. A daily register of children's attendance, accident and medication records are well maintained. The premises are well secured so no one can gain entry without staff approval. Staff are encouraged to improve their skills to enable them to better meet children's needs. All staff are First Aid trained and have had training in the use of the epi-pen, food hygiene, safeguarding, positive behaviour and disability awareness.

The setting has identified some areas for improvement but there are no formal systems in place for monitoring and evaluating the provision. Staff meetings provide good opportunities for staff to discuss issues arising about the provision. Recommendations from the previous inspection have been fully addressed. Children are signed in and out of the register, there is a suitably qualified person in charge at each session, the premises are secure and the setting now provides healthy options at mealtimes.

The setting is adequately resourced with suitable age-appropriate resources which are accessible to the children. Staff ensure that children are well supervised at all times. Children with special educational needs and/or disabilities are supported satisfactorily. Children learn to count in Spanish and celebrate various festivals such as Chinese New Year. They understand the needs of friends with disabilities within the setting but resources to further develop their understanding in this area are limited. Toys and resources reflect positive images of cultural diversity which help children develop an awareness of the differences between themselves and others. Children can access different sized equipment appropriate to their ages and capabilities.

Partnership with the school is in its early stages so systems for sharing information are not yet developed. Staff attend out-of-school provider meetings to share good practice. The setting has established good relationships with parents and carers who are kept well informed of the setting's activities and receive daily feedback about their children. Parents and carers receive an information pack when their children start at the setting. A suggestion box offers them the opportunity to make their views known but parents and carers are not yet fully

involved in the self-evaluation process. Parents and carers are happy with the good level of care provided. They comment that it is 'very safe', with 'lots of activities' and 'the staff are very kind and friendly'.

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

Children are eager to come to the setting because 'we can choose what we want to do'. They make themselves comfortable and engage in a range of self-chosen activities in a relaxed and friendly atmosphere. They share books, play table tennis and twister. The key person system means that children's welfare needs are well met. Systems for observation and assessment of children's learning are developing within the context of this type of provision. However, observations do not always reflect the area of learning to which they relate. This makes it difficult to show children's progress and identify their next steps. As a result, activities for promoting children's learning and development do not fully complement the school's provision.

Children have a sound understanding of the rules that help keep them safe. They know the boundaries and understand which areas are safe to play outside. They know that they cannot leave the room without permission. Children say that it is safe at the setting because 'the adults look after us and no one can get in'. They play and use equipment safely. They understand the procedures for safe emergency evacuation of the premises.

Children make healthy choices from a selection of healthy snacks and water. They enjoy crackers with cheese and fresh slices of cucumber. There are good opportunities for developing children's physical skills through team games, skipping, netball and parachute games. Younger children enjoy using the trampoline. Children have developed good hand washing routines and say that they wash their hands 'in case you get germs, you might be sick'.

Children's behaviour is good and they follow instructions well. They are secure in their relationships with the adults and the warm welcoming environment promotes a feeling of belonging. Older children look after the younger ones and read stories to them. They select their own resources and make decisions on what they would like to play with. They tidy up, help prepare the snacks and pour their own drinks. They play well together, share and take turns. They are very independent. Children are prepared satisfactorily with skills for the future as they engage in role play activities, share books, listen to stories and experiment with mark making equipment. Board games, shopping activities and daily counting activities support children's development in problem-solving and numeracy skills. Children enjoy watching the 'Lion King' and play with an electronic game but resources for developing children's wider skills in information and communication technology are limited. Children are developing a satisfactory knowledge and understanding of the world. They learn about seasonal changes, talk about their holiday destinations and investigate mini-beasts.

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	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	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	3
--	---

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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----