

St Wilfrid's Schools Out Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Wilfrid's Schools Out Club was registered in 2011. It operates from St Wilfrid's Primary School in Longridge, Preston. Children are cared for in a designated club room with direct access to an outdoor play area.

The club opens Monday to Friday, term time only. Breakfast club is open from 7.45am to 9am and the after school club is open from 3.30pm to 5.45pm. A maximum of 24 children under the age of eight years may attend at any one time. There are currently nine children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years. Currently, there are 25 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 four members of child care staff. Of these, three hold appropriate early years qualifications at level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A small but competent staff team deliver play-based activities in an inclusive, accessible and safe setting. They do this in a way that meets the unique needs of each child and enables them to make good progress in their learning and development. They are supported by a positive partnership with parents and strong links with the host school. The confident staff team are reflective and demonstrate a good capacity for continuous improvement. They clearly include the views of parents and children in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- refine the record keeping systems so that information used to assess staff members' suitability to work with children and details of their qualifications are more readily available to those who have a right or professional need to see them
- strengthen the partnership working systems in order to monitor that the care and education provided for each child is complementary to that received at home and school.

The effectiveness of leadership and management of the early years provision

Staff fully understand and follow clear, written child protection policies that are in line with Local Safeguarding Children Board procedures. All staff are trained in how to protect children and are aware of how to work with other agencies. All staff also hold valid first aid certificates, which enable them to safeguard children's health in an emergency. Records of children's attendance, evacuation practice, accidents and medicine administrations are well maintained. These records help keep children safe. The leadership and management team follow effective systems to check that adults looking after children are suitable to do so. They keep records of staff members' suitability to work with children, which clearly include their Criminal Records Bureau disclosure numbers. The management team deploy staff effectively using their good knowledge of which staff members hold a relevant level 3 qualification as defined by the Children's Workforce Development Council. However, details of some staff member's qualifications and ongoing training are not clearly recorded. This means that, although staff can individually evidence their qualifications, some information is not readily available to those who have a right or professional need to see them.

Every day, staff visually check the indoor and outdoor spaces are suitable and safe for children. They follow a written checklist to help them risk assess. A full risk assessment and regular safety checks are conducted. Children use their own designated club room with direct access to an outdoor area. Staff deploy themselves effectively as children flow freely between indoors and outdoors. Children choose responsibly where and with what they wish to play. Children have full access to all resources, which enables them to successfully extend their own play. Outcomes for children in relation to their starting points are good.

The committee meets regularly to discuss the management of the club and agree plans for development. The views of children, parents and staff are clearly sought and included in the evaluation of the club. Comments from formal questionnaires and any views posted in the suggestion box are collated. This leads to well-targeted plans for future improvement that improve outcomes for all children. An informative welcome booklet, notice boards and displayed photographs, keep parents up to date about the club. A full range of policies are comprehensive and reflect the requirements of the Early Years Foundation Stage.

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. Parents provide valuable information about children's interests and their likes and dislikes. They do this before their child starts at the club in an 'all about me' booklet and at regular intervals in a 'welcome back' booklet. This information is used particularly well by staff to provide suitable learning experiences. Staff are very familiar with the children's needs and abilities as they also work with them in the school during the day. Each child's key worker observes and assesses their progress and plans the next steps in their learning. They keep notes in each child's achievement record that parents may see at any time. A useful system to exchange information amongst parents, staff at the club and teachers at the school is in place. However, this information is not sufficiently

focussed on children's development towards the early learning goals. Therefore, full use is not made of it to monitor that the care and education provided for each child is complementary to that received at home and school. Parents make very positive comments about the staff and their child's care. They say that their children do not want to go home.

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

Children demonstrate a good knowledge about many aspects of healthy living. They choose from a range of healthy food options at breakfast. After school, they sit together and eat a simple snack, such as noodles. Planned experiences, such as tasting a range of fruits widen their awareness of different foods. Every day, children are able to exercise vigorously in the fresh air as they engage in a wide range of outdoor physical activities. They walk with increasing confidence and balance on stringed pots, and kick, throw and catch balls in pairs. Some days children enjoy organised physical activities, such as obstacle courses. Children acquire a good knowledge of all aspects of healthy living as they play board games based on family fitness and lifestyle choices.

Children demonstrate a clear sense of security and belonging at the club. They behave very well and have an excellent relationship with the staff. They talk confidently to each other, staff and visitors. Children discuss and agree the club rules, which they display on the wall. 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 scissors to collage materials in the creative area.

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. Staff effectively support children's learning and welfare. Children work very well independently and learn successfully through self-selected and adult-led play based activities. Children refine their technological skills as they operate a range of equipment, such as compact disc players, karaoke machines, laptops and computer games. Displays include photographs children have taken of each other using the club's digital camera. Children refine their numeracy skills and develop their hand to eye coordination as they play pool and table football. Children play imaginatively as they make dens from large cardboard tubes and fabrics as well as playing in the house role play area. They demonstrate good literacy skills as they read books and draw and write with a range of pens and pencils. Children freely explore and investigate materials. They express themselves creatively and independently produce items. This is because a range of art and craft materials are readily available. Staff quickly respond to children's requests for other resources to extend their play; for example, a child asked during the breakfast club for plastic bugs to play in the tray of leaves and conkers. These were available to him at the after school club.

Children actively organise aspects of the club, particularly the craft activities; for example, children discuss ideas for activities, which are included in the formal planning and resourced by staff and from items they contribute from home. Children gain an awareness of diversity as they enjoy craft activities relating to their own cultures and festivals and those of others; for instance, they made a dragon's head from boxes and fabric at Chinese New Year. They take an active part in events held in the local community; for example, they work together to decorate a wagon and enter a float in the local field day. They make models to exhibit in the local horticultural show and are proud of their award for constructing and entering a model train for a competition at the local heritage centre.

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

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