

St John's School's Out

Inspection report for early years provision

Unique reference number	315912
Inspection date	06/12/2011
Inspector	Catherine Curl
Setting address	St John's RC School, Darwen Road, BROMLEY CROSS, Bolton, BL7 9AY
Telephone number	01204 333440
Email	
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 John's School's Out Kids Club opened in 1999. It is in the Bromley Cross area of Bolton and is one of three clubs run by Schools Out Kids Clubs Limited. It operates in a primary school, using the main hall and associated facilities. All children share access to the school's outdoor play areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time. There are currently 40 children on roll, of whom six are in early years age range. The setting is open each weekday from 7.30am to 9am and 3.30pm to 6pm during term time. It employs 12 staff, of whom six hold appropriate qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a welcoming inclusive environment. Staff are knowledgeable and committed to ensuring children are motivated and interested to learn. A wide range of accessible resources enhance children's learning, development and welfare well. Overall, the records, policies and procedures required for the safe and efficient management of the setting are well maintained. Detailed systems are in place to gather information from parents and other professionals in order to meet individual needs. Systems for monitoring the quality of provision demonstrate a commitment to continuous improvement, which improves outcomes for all children.

What steps need to be taken to improve provision further?

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

- update existing records of the information used to assess suitability of staff to include the date on which they were obtained (Suitable people). 20/12/2011

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because staff have a comprehensive knowledge of safeguarding. All staff know how to identify and deal with any concerns they may have. Thorough recruitment procedures and efficient vetting of staff confirms their suitability to work with young children. However, the records which detail these checks have been carried out do not include the date of the check. This is a breach of a legal requirement. Secure premises and staff who are vigilant ensure children's safety. Comprehensive risk assessments are carried out and regularly reviewed which further enhances children's safety, both indoors and outdoors.

Teaching is rooted in a good knowledge of child development and the Early Years Foundation Stage. Staff provide purposeful and developmentally appropriate activities to support children in their learning, adapting activities to ensure all children can access them. The environment fosters children's active learning. There is a hall with plenty of space for activities, such as craft and play dough. Children freely choose the activities they participate in or are supported by staff who are skilled at observing and knowing when children need support. For example, organising group games or inviting children to join an activity.

Strong relationships with other professionals and regular meetings with parents enable staff to identify and be responsive to children's needs. Staff skilfully promote children's welfare, learning and development by working in close partnership with parents and teachers involved with the child. The provision places a high priority on providing continuity for children within other settings they attend. For example, staff link with the school and ensure that children have the same behaviour management arrangements in place. Ensuring children have clear and consistent boundaries which help them to understand what adults expect of them. This promotes behaviour and self-control and builds positive relationships.

Monitoring and self evaluation processes used by the setting are developing well. Previous recommendations have been addressed. For example, fire drills are practised and records are maintained of any issues encountered. Current self-evaluation clearly identifies the strengths of the setting. However, areas for development are not always clearly shown. Children and parents provide feedback by way of questionnaires. Their suggestions are incorporated into improvement plans. For example, as a result of feedback the setting now opens 15 minutes earlier. This shows they maintain a high capacity to continually improve.

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

Children are developing a good understanding of how to keep themselves safe at the setting because of the shared ethos with school. Children are aware which outdoor areas they can access safely and independently. For example, children know not to go around the back of the school without asking a member of staff. The setting provides high visibility vests to promote children's safety whilst they

are playing out in the dark. This means that they can play out whilst still being visible to staff who are strategically placed around the outdoor area. The 'gardeners and seeds' system further promotes children's safety as the older children take responsibility and care for the younger ones.

Children are learning about healthy eating as they are consulted and involved in deciding the setting's menu. They work together as a team to create a balanced menu that includes most children's likes and dislikes. Dishes planned by the children include, 'ice warrior' pie (corned beef hash) and pirate stew. Staff talk to the children about their choices. For example, children's first request was chicken nuggets and chips. Staff talked to children about a healthier alternative and decided on chicken with noodles instead. Children have independent access to their own drinks bottles. Staff encourage children to drink at mealtimes, which ensures they are hydrated and aids concentration. Children have access to a wide range of equipment to promote their physical skills. For example, tyres, swing, bikes, scooters and climbing frame. Children learn to take risks when staff teach them how to climb trees in safely. Staff teach children to follow good self-care skills as part of the settings routine. For example, the importance of hand washing, which promotes their health and bodily awareness.

Staff observe children regularly and note children's interests. For example, the children are active and enjoy being physical or playing an imaginative game. This complements their experiences in school well. Consequently, children thrive and make very good progress in their learning in relation to their starting points. There are lots of opportunities for the children to talk to staff and each other. This promotes children's language skills for communication and thinking. Children's reading skills are promoted because there are a range of books for children to independently access or share with another child or adult. This is further extended because if children want a particular book this can be obtained from the school library. Pens and paper in the role play area provide children with enjoyable opportunities for writing. Group games, such as parachute, help children to enjoy being part of a group. Children display high levels of concentration in their play which is promoting their positive disposition and attitude to learning. Children make relationships when they have opportunities to play together and care for each other. Books and activities that promote other cultures and religions provide positive images of diverse communities. They experience quantities when participating in baking activities as they measure, weigh and count the ingredients to use.

Children are developing skills for the future as they are active in their exploration and investigation of the environment. They have opportunities to design and make in the craft area and when using the play dough with a range of different tools such as rolling pins and cutters. They have access to information and communication technology. For example, they become actively engaged in a game on the computer.

Children and adults have warm trusting respectful relationships. Adults listen to the children, they ask their opinion and they act on children's requests where possible. For example, there is a children's committee in place and children have the opportunity to contribute their views of the setting. The school is a Catholic school

but children from other denominations are welcomed. The setting teaches the children about other religions and cultures. For example, during Eid the children had henna tattoos done and during Diwali they made lights. This ensures children are learning about other cultures and beliefs, developing a positive attitude to diversity.

Children and parents have been involved in some of the school gardening work to plant some of the daffodils and crocus. Children are taking responsibility for the environment and making a positive contribution.

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