

St. Mary's Out of School Club

Inspection report for early years provision

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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 Mary's Out of School Club is committee run. It opened in 1996 and operates from three rooms within St.Mary's Catholic School. Children have access to an enclosed outdoor play area. The after school club is situated in a residential area in Halifax. It is open each weekday from 7.30 to 9am and 3.30 to 6pm during term time only.

The after school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 33 children may attend the setting at any one time. There are currently 26 children aged from four to under 10 years on roll. The after school club supports children with special educational needs and/or disabilities and supports children who speak English as an additional language.

The committee employ six members of staff, of whom four hold appropriate early years qualifications to at least national vocational qualification level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a vibrant and lively environment in which children thrive. Experienced staff have an clear understanding of children's individual needs and interests. A good range of stimulating activities provide a rich learning environment. Children succeed through continuity of care because the out of school club liaises closely with parents and the school to ensure all children's needs are met. Children are safeguarded by staff mindful about their safety, although not all systems for reviewing risk assessments and policies for safeguarding meet requirements.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to show when and by whom it has been checked 15/01/2012
- revise the safeguarding policy to include the procedure to be followed in the event of an allegation being made against a member of staff 15/01/2012

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

- improve self evaluation systems to ensure policies and procedures are kept up to date.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected from harm because all staff are mindful about protecting the children in their care. Child protection procedures are clearly understood by staff. Although the policy for this does not include action to be taken should an allegation be made against a member of staff. Criminal Record Bureau checks are in place ensuring children are cared for by suitable people. Detailed risk assessments are in place, although systems for reviewing these regularly and who carries these is not recorded as required although there is no impact on the children of this omission. Staff conduct thorough daily checks of all areas of the setting. This enables children to safely enjoy the rich variety of activities, whilst developing their knowledge of how to keep themselves safe. The premises are welcoming and vibrantly decorated with children's work and displays.

Children's care and learning is successfully promoted by a caring and enthusiastic team of staff, who are committed to the service they provide. Staff morale is high and their energy and enthusiasm has a positive impact on children's learning and development and results in a high standard of learning. Policies and procedures are implemented effectively and these are currently under review. The out of school club is aware of its strengths and knowledgeable about its areas for improvement. All staff are dedicated to continuous improvement, strongly supported by the management team and the capacity for this is good. Staff training needs are identified. This ensures that all staff working with the children are proficient and well-qualified.

Good partnerships with the school gives the staff the added support of expertise within the school. The link between the school and the setting enhances the children's experiences by extending their learning into a wider environment and allowing access to a variety of stimulating resources. The setting actively promotes strong partnerships with parents, carers and other professionals, inviting parents to be involved in events. Staff value parents' views highly and are keen to respond to all families' needs. Parents are encouraged to share information about activities their child enjoys at home, which ensures they are fully involved in children's learning. Comments from parents are very positive as they highlight the lively, welcoming environment and the caring staff who are interested in children's needs. Close working relationships with other settings and professionals are well-established and enhance a consistent approach in meeting children's needs

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

Children make good progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff who effectively organise a variety of imaginative activities which promote and motivate children to explore. Staff carefully plan activities to develop children's individual interests and

learning needs. This is particularly enhanced by the child-led ethos embraced by the setting.

Children are excited to explore the resources available, sharing their thoughts and encouraging others to join in their play. The stimulating learning environment helps children to confidently address new challenges, enjoying opportunities to play both indoors and outside. Children are absorbed in chosen activities, enhanced by staff scaffolding their learning and carefully developing shared thinking. The use of the outdoor area and the resources in the school hall ensure children's physical development makes good progress. There are opportunities to investigate a variety of creative activities, for example, card making.

Staff are positive role models, demonstrating team work and positive behaviour, such as good manners and sharing. They promote children's self-esteem and offer praise and encouragement at all times. Staff remind children to share with their friends, be polite, kind and helpful. This is reflected in the secure relationships children have established with their peers. Behaviour is very good and is supported through clear and concise behaviour management strategies. Skilful negotiations and clear explanations with children ensure positive solutions to conflict or disagreement.

The setting is entirely inclusive and staff adapt activities to ensure all children are included. Children develop knowledge and understanding of the wider world as they learn about different countries through tasting food and celebrating festivals, such as the Chinese New Year. Children develop important social skills, showing care and concern for others by discussing what they have learnt in school about registered charities.

Children are confident, increasingly independent and helpful. The youngest children take pride in given tasks, such as tidying up at the end of a session. They learn the importance of following simple hygiene routines and know it is important not to spread germs. Children are well-cared for if they have an accident or become sick as rigorous procedures are in place to protect them from infection. Children enjoy healthy snacks with water and fruit available. There are robust procedures in place to recognise and meet parents request for children's dietary requirements.

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	3
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