

# St Christophers Care Club

Inspection report for early years provision

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**Unique reference number**

EY242106

**Inspection date**

26/01/2012

**Inspector**

Deborah Hunt

**Setting address**

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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).

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. Christopher's Care Club was registered in 2002 and operates from St. Christopher's Lower School in Dunstable. The setting has use of a purpose-built mobile classroom facility which contains two play rooms, a kitchen and toilets. There are two fully enclosed outdoor play areas for the children, shared with the four-plus unit of the school.

The setting provides continuous wrap-around care from 7.45am to 5.30pm, and incorporates a breakfast club, pre-school, lunch club and after school club. Children attend for a variety of sessions. The setting is open to all children attending the school or their siblings. Currently, there are 87 children on roll of whom 45 are in the early years age group. It is in receipt of funding for nursery education places. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

There are seven permanent staff members who work with the children, all of whom hold appropriate early years qualifications. One member of staff holds a level 5 qualification and six members of staff hold National Vocational Qualifications at level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are nurtured and cherished at this stimulating setting where they make excellent progress within the Early Years Foundation Stage. Highly effective partnerships, a wealth of resources and inspiring use of the environment ensure inclusive practice is given excellent priority. Children's learning and development is rigorously planned for by well qualified and particularly motivated staff, and is shared with parents and carers. Safeguarding is given very high priority. Strong leadership and management and a committed staff team work superbly together to develop the setting and reflective practice informs continuous improvement. The manager is focused, realistic and has a clear vision for the future, driven by a real commitment to enhance the quality of care for all children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- utilising missed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups, with particular regard to lunchtime routines.

## **The effectiveness of leadership and management of the early years provision**

All practitioners have an excellent knowledge of safeguarding procedures. Thorough policies ensure children are protected and their well-being and safety are paramount. Practitioners know the symptoms of abuse and signs which indicate a safeguarding concern because of regular training and the importance attached to this within the setting. Recruitment procedures are thorough and the management team ensure they employ practitioners who bring added value to the setting and provide positive role models for children. Rigorous checks are undertaken to ensure that only suitable adults work with children. The induction process is thorough and continual assessment of suitability further reflects the setting's excellent commitment to safeguarding. Practitioners work closely with children and are vigilant about their safety, showing a keen awareness of what they are doing to ensure their well-being. Security is excellent and the arrival and departure procedure is managed very competently. The procedure for visitors and lunchtime sessions is similarly well managed. Comprehensive risk assessments ensure that inside and outside play areas, resources and activities are safe for children. A daily risk assessment is completed and practitioners perform ongoing checks throughout the day. This means that children move safely and freely around the setting.

Plentiful, high quality resources and inspirational planning of the environment result in a warm, welcoming and stimulating setting. Children therefore flourish and make impressive progress in their learning and development. Children enjoy free flow play throughout sessions, spend much time in the invigorating outdoor environment and are active learners. Particular attention is given to providing areas which children find cosy and reassuring. For example, the sensory area has a tented space which is well used by children and is enriched with many different sensory experiences. Extensive labelling in English, and most other languages children speak, supports their learning in a language rich environment. Practitioners are excellent role models, interacting superbly with children, encouraging them to think critically and learn to be independent. Initial home visits and a highly effective key worker system offers children consistent support from the time they join the setting and trusting relationships exist between staff, children and their families. Practitioners who share the aims and ethos of the setting help children behave well as they encourage them to join in group activities and to share and take turns. Children express pleasure at the exciting and stimulating activities they enjoy and show high levels of concentration.

The setting pays particular attention to transitions and offers a parent and toddler group to help children become used to the environment before they begin attending. Open afternoons run shortly after children have started help parents understand what their children will be doing. Additionally, there is a parental notice board, regular newsletters, and home/school books which parents and practitioners complete each day. Together with informal conversations with children's key workers, families are kept fully informed about their children's care and learning. The manager also maintains a constant presence and parents can discuss any concerns or questions with her. Partnership working with a range of professionals is well developed which ensures children are offered excellent,

individualised support. Close liaison and highly effective partnership working with the school provides added value. For example, the setting works closely with the school Reception teacher and family support worker. The sensitive support and understanding shown when children have any difficulties is appreciated by parents who trust practitioners to care for their children. Continuing professional development is given high priority and practitioners feel valued and supported. Reflective practice, evaluation and clear communication provide an excellent foundation for future growth and development.

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

Practitioners have an exceptional understanding of the Early Years Foundation Stage and support children with skill and enthusiasm. Consequently, children make excellent progress in their learning and development. The use of open ended questioning effectively harnesses children's interest and supports them to develop and extend their understanding. Practitioners weave children's next steps into what they enjoy doing, encouraging them to become curious, inquisitive learners. In this highly enabling environment children are engrossed in innovative, stimulating activities, which develop their skill and creativity. For example, they use the storytelling chair and microphone to tell and record their own stories, which are then transcribed into a book. Planning is flexible and covers each area of learning, follows children's interests and differentiated activities cater for individual needs. Careful consideration ensures that younger children and children who speak English as an additional language can participate in and enjoy what is on offer. Observation, assessment and evaluation are effectively embedded in practice and inform planning. Every child has a record of achievement which shows their progress. It also contains an All About Me booklet, photographic evidence, drawings and observations collated by each child's key worker. Parents can access their child's file daily and they are stored in the play room for children to look at and chart their own progress.

Children are offered wonderful opportunities to develop an understanding of diversity and the world around them as they enjoy spring rolls and prawn crackers at snack time and explore the year of the dragon for Chinese New Year. They learn how others live as the setting finds out which festivals the families of the children celebrate and then incorporate these into planning. Parents are also encouraged to come in and share special occasions and foods. They explore language during role play as they invite their friends to a wedding and dress each other up in colourful beads and hats. Children's understanding of mathematical concepts and language is cleverly woven throughout activities and practitioners use spontaneous opportunities to build upon their knowledge. Fantastic resources indoors and out support their exploration of number and children count routinely as they sing rhymes, such as Five Currant Buns. They develop their imagination and an understanding of comparison as they listen to and act out the story of Goldilocks and the Three Bears. Children help at 'tidy up time' and respond to practitioners who skilfully encourage them to hurry so that they can listen to their book of the week. They use their 'listening ears' and enthusiastically recall what happens in the

story. This is followed by a wholly inclusive singing activity in which each child has a role encouraging cooperative working and promoting self-esteem. Children enjoy building self-assembly cars and drive them round the road map, imaginatively describing 'the fire rocket jets' that make the car go fast. They confidently use technology resources as they use computers independently and play with the interactive white board. Children are capable, independent learners, confident with mathematical concepts and the use of technology, thus developing good skills to support future learning.

Children enjoy a wide variety of healthy snacks and those staying for lunch enjoy a healthy meal in school. However, there are missed opportunities to develop children's language skills and help them understand that mealtimes are social occasions. Fresh water is always available and a rolling snack time ensures children remain hydrated and make independent choices. Children learn to be self-reliant as they pour their own drinks and place their named mats in the box. Practitioners support children superbly as they grow their own fruit and vegetables and crop and eat them. Cookery sessions promote children's understanding of food, where it comes from and how it helps them grow healthy and strong. They learn the benefits and effects of exercise through endless opportunities for outdoor play. Healthy routines are encouraged through signage in the toilets and visits by health professionals. Children behave superbly, show a strong sense of belonging, are relaxed, confident and happy in this wonderful setting. They interact skilfully as they negotiate the space and co-operate to share resources, with appropriate support from practitioners. Children have an excellent understanding of how to keep themselves safe, and help decide some of the setting's rules. Practitioners take time to explain safety issues to children, helping them make sense of their environment and enabling them to play safely.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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