

Our Lady And All Saints Out Of School Club

Inspection report for early years provision

Unique reference number	EY299394
Inspection date	16/12/2011
Inspector	Diane Hawkey-Holt

Setting address	Our Lady & All Saints RC School, Brandreth Drive, Parbold, Wigan, Lancashire, WN8 7HD
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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

Our Lady and All Saints Out Of School Club is operated by a committee and has been registered since 2005. The group cares for children who attend Our Lady and All Saints Roman Catholic School, as well as children from the local community. The facility operates from the school hall, small classroom and associated facilities. The children also have access to the enclosed school playground for outdoor activities.

A maximum of 16 children may attend the setting at any one time. The club operates from 8am to 8.15am and from 3.15pm to 5.30pm Monday to Friday during term time. On occasion, the group operates all day during school holidays. The staff may care for no more than 16 children under 8 years; of these, not more than 16 may be in the early years age group, and of these, none may be under 4 years at any one time. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 49 children aged from 4 years on roll, this includes children up to the age of 11 years. Of these, six children are in the early years age range. Children attend for a variety of sessions and most attend the host school. The club currently supports a number of children with special educational needs and/or disabilities. The committee employs four staff members to work at the club, of whom two hold a childcare qualification at level 3 and one is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is appreciated and supported as the practice is inclusive. Most policies and procedures are established but are not all written, which results in the promotion of children's welfare being satisfactory. The staff have a sufficient understanding of most of their strengths and areas for improvement in the setting and take steps to improve the service. They have built relationships with parents and other professionals to promote secure and consistent care for children. All children are making sufficient progress in their learning and development.

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 so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 30/12/2011
- maintain required records, policies and procedures, with particular reference to written procedures for dealing with allegations against staff and the 30/12/2011

procedure to be followed in the event of a child going missing, and keep records easily accessible and available for inspection (Documentation).

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

- develop further systems to track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are, for the most part, safeguarded and protected in the setting because the staff are knowledgeable about local safeguarding policies and have sufficient procedures in place to manage any concerns they may have about children in their care. However, the basic safeguarding policy and procedure does not include the process to be followed in the event of an allegation being made against a member of staff. Furthermore, the setting does not have a written procedure to follow in the event that a child goes missing. Although these are breaches of specific legal requirements, the impact is minimal as staff understand their duties to safeguard children and are clear about the procedures to be followed and the actions to be taken, even though these procedures are not written down. The staff are appropriately vetted and are safe and suitable to work with young children. The setting is compact and well resourced. The staff carry out regular safety checks and there are risk assessments for most of the provision. Although regular checks and reviews of risks assessments take place, they are not recorded. This is a breach of a specific legal requirement. However, the areas used by children are safe, and children are able to move safely and freely around the setting.

The staff have a sufficient understanding of the Early Years Foundation Stage and use this to support children in their learning. The environment is mostly organised and accessible to the children. The equipment is changed to suit the children's interests and abilities. Children are interested in playing badminton, and staff clear the hall area to allow them space to play. This means they are able to thrive and make satisfactory progress in their development.

The manager is aware of some of the setting's strengths and weaknesses. Staff have attended first-aid training, and they use this training to improve the safe care of children. Previous recommendations have been implemented promptly and effectively, and the manager sets some appropriate targets; however, records are not easily accessible and available for inspection. This affects the ability of the staff to provide consistent care for the children, as staff do not have access to information, and it is a breach of a specific legal requirement. Staff have established fire practices, which means the children are secure in the fire procedure and are kept safe.

The staff form working relationships with parents and carers. In the main, there is an appropriate induction process which enables staff to find out from the parents

how best to look after their children. This means that parents' wishes and children's individual needs are sufficiently met. The staff record the children's progress by carrying out observations and linking the child's development to the early learning goals, this is shared with parents. Parents are involved in fundraising for the setting; this means that parents can become involved in their child's learning and each child is supported in making sufficient progress towards the early learning goals. Appropriate relationships with the school are established and contribute to supporting children's welfare and learning.

The staff have an appropriate equal opportunities policy which is regularly reviewed, and the setting is resourced with a variety of equipment that reflects positive images of diversity. Staff consider all children as individuals and plan for their unique interests and needs. This means that the majority of children's individual needs are met, and children are included fully in the life of the setting.

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

Children are guided by the staff to use the equipment safely and to clear up areas after use. Children are kept safe as they follow safety guidance, for instance when they use the scissors and glue. Children feel safe to take appropriate risks when using the scooters, bats and balls and play parachutes games as they are given clear safety guidance by the staff.

Children's good health is promoted because the staff provide a clean and homely environment where children develop some independence with their personal care. For example, they know to wash their hands after using the toilet, before and after snacks. Children are protected from cross-infection as the equipment is cleaned regularly. The staff ensure the equipment and environment are cleaned to a suitable standard and checked daily. There are sufficient procedures in place for recording accidents, which promote children's good health. They learn the importance of healthy eating because they are provided with healthy fruits, which they thoroughly enjoy. Children enjoy the benefits of fresh air and exercise as they have use of an outdoor play area, which contributes to their good health. Their physical skills are developed because they have a large hall to play in which is suitably equipped and secure. They also enjoy activities which promotes their physical well-being, for example playing badminton, riding on scooters and many ball games.

The staff observe the children and record some of their progress, which they share with parents through comments and chats. However, children's actual progress towards the early learning goals is less well tracked and children are less well challenged to progress to their full potential. Nevertheless, children are making progress in communication language and literacy as the staff spend time speaking to the children and encourage communication between the children. Children access a variety of books, and there are some opportunities for children to write and record their own learning. The children also use technology regularly in the setting, using electronic equipment such as game consoles and electronic toys.

Problem-solving, reasoning and numeracy are explored in all activities offered, especially during cooking activities. Consequently, children are making steady progress towards the early learning goals in all six areas of learning.

Children behave well in the setting because the staff give clear explanations and set appropriate boundaries. They know the rules of the setting as these are displayed, and they are caring towards each other. Children are developing respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things, and they are encouraged to share and take turns. Staff make effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoy celebrating Chinese New Year, when they eat Chinese food, dress up and make lanterns.

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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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