

Our Lady of Assumption Out of School Club

Inspection report for early years provision

Unique reference number	EY434600
Inspection date	22/02/2012
Inspector	Hayley Lapworth

Setting address	O L A Club House, Tile Hill Lane, COVENTRY, CV4 9TA
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Our Lady of Assumption Out of School Club was registered in 2011. The setting is located adjacent to Our Lady of Assumption School in a social club building. Children play in the main room and have access to the school outdoor play area. Operational times are 8am until 9am and 3pm until 6pm Monday to Thursday, and 8am until 9am and 3pm until 5pm on a Friday.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children may attend at any one time, all of whom may be in the early years age range. There are currently 34 children on roll, two of whom are in the early years age group.

A team of five staff care for the children, four of whom hold early years qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very keen to enter the setting and access the activities that are on offer. They are making good progress in relation to their starting points. Children are fully safeguarded as staff know their responsibilities in the event of a child protection concern. Most potential hazards to children have been minimised. Partnerships with providers where children attend more than one setting are being developed. Good planning for improvement, including the process of self-evaluation, is effective.

What steps need to be taken to improve provision further?

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

- ensure reasonable steps are taken to ensure the safety of children, in relation to the storage of chemicals (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register)

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

- develop the sharing of relevant information where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

The manager and staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of procedures to follow and how to recognise signs and symptoms of abuse. Staff attend safeguarding training to keep their knowledge up to date, which helps to protect children from harm. The setting has secure recruitment procedures in place to check staff's initial and ongoing suitability to work with children. The deployment of staff is effective, which ensures the children are supervised at all times. Many potential hazards have been identified and minimised. However, the daily checking procedures are not always fully secure; for example, children are not always fully prevented from accessing cleaning fluids. Consequently, this may potentially impact upon their health and safety. The majority of staff are qualified in childcare and they are keen to continue in their professional development through accessing courses. This has a positive impact upon the service they provide. All staff are involved in the self-evaluation process. Parents' views are being obtained through the use of questionnaires. Identified areas for improvement are tackled, which brings about positive outcomes for children and their families. Therefore, there is good capacity for continuous improvement.

Partnerships between the out of school club and reception class teacher are being developed. They share information about the children's well-being and general care, but do not always most effectively work together in relation to the children's development. Consequently, this may restrict the progress children make. Good relationships are developed with parents and carers; this means they are well informed about the provision and their children's needs can be consistently met. All parents who expressed their views during the inspection are very happy with the service. They especially appreciate the great amount of space children have to play in. They also share their children love attending the club because they thoroughly enjoy the activities, such as junk modelling. Methods are secure in ensuring that the needs of children with English as an additional language or special educational needs and/or disabilities are met.

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

Children are very happy in this out of school club. They thoroughly enjoy the experiences on offer and show confidence and a sense of belonging. They enjoy chatting to the inspector and share the reasons why they love coming to the club. They share that since they have moved into the new building they have been able to use big resources, like the pool and football tables. Key workers are aware of individual children's different stages of development and they plan for them accordingly. The planning for children's enjoyment and learning is flexible, responding to children's individual interests and needs. Children's wishes are regularly taken into account. For example, they are involved in deciding what resources they would like to have out, and when purchasing new toys they are

involved in making decisions. Resources are effectively deployed for indoor and outdoor learning, and children are well supported by the staff. They share warm relationships with the staff and regularly invite them into their play. For example, older children are keen to compete against staff in a game of cards or pool. Many of the resources are exciting and grasp children's interests extremely well. For example, children play indoor swingball for prolonged periods and spend time creatively making Mother's Day cards.

Younger children enjoy role play as they initiate and create their own games and shows. They practise throughout the session and then perform their chosen version in front of the staff, children and parents. They dress up as favourite characters and excitedly use a microphone to introduce the cast. Children are aware of good hygiene practices and healthy eating. Regular activities and discussions about foods that are good for their bodies promote this learning. Snack times promote generally healthy foods, for example, children make their own sandwiches with wholemeal bread. Children are very active, both in and out of doors, and they understand the benefits of physical activity, all of which positively impact upon their health. Children effectively learn how to keep themselves safe. For example, they participate in the practising of the fire drill and are reminded by staff not to play games that involve chasing one another indoors.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 23/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 23/02/2012