

# St Bernadettes Out Of School Care Club

Inspection report for early years provision

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<b>Inspection date</b>	23/02/2012
<b>Inspector</b>	Eileen Rigby
<b>Setting address</b>	St Bernadettes RC Primary School, Bowerham Road, Lancaster, Lancashire, LA1 4HT
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<b>Email</b>	
<b>Type of setting</b>	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. Bernadette's Out of School Care Club was registered in 1997 and is run by a committee. It operates from the main hall, classrooms and associated facilities within St. Bernadette's Roman Catholic Primary School in Lancaster. Children have access to a secure, outdoor area. The club is open Monday to Friday from 7.45am to 8.45am and 3.15pm to 6pm during term time only.

A maximum of 35 children aged from four years to under eight years may attend the club at any one time. There are currently 89 children on roll, of these 61 are under eight years, of whom 18 are within the early years age group. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff who work directly with children. Of these two hold a qualification at level 3 in early years, one holds a qualification at level 3 in play work and three hold a qualification at level 2 in play work. 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 extremely confident, sociable and friendly in this cheerful, stimulating and inclusive environment. Their individual needs are effectively met as they make excellent progress in their learning and development. They access many and varied activities, which are age appropriate, exciting and interesting. Excellent use of space is mostly maintained. Children display extremely high levels of self-esteem and confidently make independent choices. Staff have developed an excellent team spirit and demonstrate an exceptional capacity to improve practice through detailed evaluation and reflection.

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

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

- providing a consistent, comfortable area for children who wish to rest or sleep.

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

Staff have a high level of understanding regarding safeguarding procedures. They have secure knowledge of setting policies and current Local Safeguarding

Children's Board guidelines. Their staff recruitment system is robust and involves interview, intensive induction and a probationary period. This ensures staff are effectively checked for their suitability to work with children. Documentation and organisation is exemplary including comprehensive annual and daily risk assessments, which maintain an extremely safe and secure environment.

The management team are proficient and enthusiastic in their roles and are proactive in evaluating and sustaining the high standards of the setting. Staff are effectively deployed, extremely well organised and make excellent use of high quality resources. They meet regularly and operate an excellent key person system. Staff are extremely supportive and friendly displaying high levels of interaction with children. They are highly knowledgeable about their key children, are excellent role models and value children's achievements giving genuine praise. The setting promotes equality and diversity successfully through the provision of a wide range of excellent resources depicting positive images of culture, gender and disability. These are complemented with wide variety of interesting and engaging activities to foster children's understanding of the society they live in.

Extremely, effective partnerships with school, and valuable partnerships with parents and carers have an exceptionally positive impact on children's individual care. Meeting the needs of children with special educational needs and/or disabilities and children with English as an additional language is particularly effective and highly valued and appreciated by parents and carers. Collaboration with a local authority advisor has consolidated the settings exceptionally strong commitment to evaluating and improving current practice.

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

Children are happy and motivated in an extremely pleasant, welcoming environment. They independently and eagerly explore a vast array of activities and experiences. Children are kind, considerate and polite displaying genuine concern for others. They become thoroughly engaged in individual or group activities in both the indoor and outdoor environment. They are enthusiastic and expert communicators with a wide and varied vocabulary. Children's creativity is fostered extremely well using a wide variety of media and role play equipment. They relish opportunities for physical development and make excellent use of good quality resources. Children have extensive opportunities to explore shape as they construct intricate models from a range of construction materials. Excellent use of space and equipment maximise exciting opportunities, which reflect all six areas of learning. Children usually have an area to play quietly and relax. However, a comfortable area for children who wish to rest or sleep is not consistently available. This occasionally impacts on them being able to repose. Children effectively use a broad range of information, communication and technology equipment as they successfully develop skills for the future.

Snack times are social occasions where children and staff become engrossed in conversation and exchange news and stories. Children choose from a buffet style, varied selection of nutritious snacks and drinks. Their ability to adopt healthy

lifestyles is fostered extremely well. They demonstrate an exceptional understanding of the importance of a healthy diet and regular exercise as they explain 'Fruit is good for your teeth and running keeps you fit.' Children use good manners instinctively and have created a set of 'Golden Rules' of behaviour in the club. Children demonstrate an excellent awareness of safety procedures such as fire evacuation procedures and the safe use of equipment.

Developmental records, a perceptive use of observations and robust assessments ensure children make very good progress towards the early learning goals. Children learn skills from each other, from staff and from varied visitors. They have developed an extremely strong sense of belonging and an overriding regard for each other as staff inspire a positive and caring ethos. Children's understanding of the wider community is significantly enhanced as they become actively involved in community projects such as Fairtrade Fortnight and World Book Day.

## 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

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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	1
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