

Schoolfriend Clubs @ English Martyrs RCPC

Inspection report for early years provision

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Inspection date

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Inspector

Jan Burnet

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).

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

Schoolfriend Clubs at English Martyrs Roman Catholic Primary School in Long Eaton, Nottinghamshire was registered in 2006. The club operates from the hall, the information technology room and a classroom within the school. A secure playground is registered for outdoor play. Operational times are term-time only, Monday to Friday from 7.30am to 9am and from 3pm to 5.45pm.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 32 children under eight years at any one time and all may be in the early years age group. There are currently 68 children aged from four to 11 years on roll. Of these, 49 are under eight years and 18 are in the early years age group. Children attending are all pupils of the primary school.

A team of four staff care for the children and of these, three hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff promote children's welfare effectively and meet children's individual developmental needs well. They make sure that all children are valued and included and information obtained from parents helps them to identify and address children's differences, although opportunities for children to learn about diversity have some limits. Information provided for parents is good and includes all required policies and procedures. Partnerships in the wider context are established, but are not maximised to ensure the continuity of education as well as care. Children's good health and safety is given a high priority. The manager and staff are aware of strengths and areas for improvement and they use this awareness to review and improve their practice.

What steps need to be taken to improve provision further?

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

- develop the link with other early years staff in order to ensure continuity of learning as well as care for each child
- extend opportunities for children to gain an awareness of diversity and difference.

The effectiveness of leadership and management of the early years provision

The environment created by staff is safe and welcoming. They assess and minimise risks effectively and the risk assessment record is thorough. The provider

ensures that systems to assess staff members' suitability are robust. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Nottinghamshire and Derbyshire Safeguarding Children Board procedures. All staff have completed basic safeguarding training and the manager and deputy have completed advanced training. Good procedures and practice protect children's health and prevent the spread of infection. All staff members hold current first aid and food hygiene training certificates.

The planning for improvement including processes of self-evaluation is effective. Staff demonstrate a commitment to improving their knowledge and skills and their current priority is to access training that will enable them to increase the variety of play activities. They welcome external evaluation and share good practice ideas with other clubs within the organisation. The manager is currently collating staff views and is completing the Ofsted self-evaluation form. At the time of the last inspection, two recommendations were raised and both have been addressed. These were to review the written safeguarding procedures, and to improve the system for registering children. Required documentation and records are kept up-to-date. Resources meet children's developmental needs effectively.

The partnership with parents is strong. Written information provided for parents includes a full range of policies and procedures. Information obtained from parents is good with regard to each child's backgrounds, needs and interests. Parents are happy with the service provided and in discussion they share very positive views. Questionnaires for parents are provided and they are asked for their opinions on activities, snacks, staff interaction with their child, value for money, and a general rating on the provision. Staff ensure that they provide effective inclusive care for children and they demonstrate a good awareness of each child as an individual. Children gain some awareness of their own unique qualities and characteristics they share with others, but resources that reflect positive images are limited. Links with early years teaching staff are not fully effective in ensuring coherence of learning as well as care for each early years child.

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

Children are confident and happy and relationships between children and staff are very good. Staff are aware of each child's abilities and interests and ensure that all children are challenged effectively. Children of all ages play together, support each other and readily take turns. They enjoy activities equally inside and in the outside play area. Children's independence is promoted and their self-esteem is fostered successfully because staff continually praise achievements. Children's creative development is addressed well. They enjoy continual access to art and craft materials, model making materials, construction toys and graphics resources. They enjoy moving to music, play musical instruments and gain an awareness of diversity as they listen to traditional music on compact discs and in computer programs.

Children express their wants and needs clearly and with confidence. Pencil control

is good. Children enjoy drawing and they label their pictures with their own name. Books suitable for early years and older children are always available and children choose favourite ones for staff to read. Their mathematical development is promoted well. Several early years children support each other as they play with a jigsaw puzzle. The puzzle pieces are in sets of three and each piece shows a number of pictures, for example, fish. The children join the three pieces and then they find the required numeral to fix underneath, a plus or minus sign and the required numeral that follows the equal sign. Activities that promote numeracy and problem solving include planting and growing flowers. Children talk about volume when filling pots with soil, decide upon the required depth of the soil, measure the shoots and compare which flower is growing quickest. They write their name on labels and stick them on to the pots and they experiment as they compare growing the seeds in the dark and in the light, and giving too much water and not enough.

Children learn how to keep themselves safe, for example safe use of challenging climbing equipment in the outdoor play area. They learn how to protect their own health, for example, good hygiene practices and healthily eating. Staff provide a healthy snack for children. All children are keen to play outside and they gain confidence and skills as they practice climbing and balancing on large fixed physical play equipment. They practice catching and throwing skills and learn to skip.

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	3
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