

Ursuline Out of School Club

Inspection report for early years provision

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Inspection date	25/04/2012
Inspector	Charlotte Bonney
Setting address	Ursuline RC Primary School, Nicholas Road, Liverpool, Merseyside, L23 6TT
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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

Ursuline Out of School Club was registered in 2002 and is run by a voluntary committee. It operates from the first floor and main hall of Ursuline Catholic Primary School in the Blundellsands, Crosby area of Liverpool. A maximum of 30 children aged from four to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club is open Monday to Friday from 8am to 8.45am and from 3.15pm to 6pm during term time and from 8.30am to 5.30pm during school holiday periods. All children share access to a secure enclosed outdoor play area. Children attend for a variety of sessions.

There are currently 63 children on roll. Of these 24 children are under eight years and of these nine are in the early age group. Currently all children attend Ursuline Catholic Primary School, although it is open to the wider community. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs seven members of staff. Of these, three including the manager, hold a qualification at level 3 in Playwork, two hold a qualification at level 2 in Playwork and two members of staff are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and inclusive environment to ensure all children are happy and enjoy themselves as they play and learn. Overall, children engage in a stimulating range of activities which cover most areas of learning well. There are strong relationships between staff, parents, carers and other early years professionals. All policies and procedures are implemented effectively to safeguard and promote children's welfare and learning. The club makes good use of self-evaluation and review procedures to ensure it is continually improving in order to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance children's experience further by providing equipment and resources that support specific skills, such as wheeled vehicles
- enhance mathematical understanding through children's early experiences including through role play, games and songs.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure that all those who work at the club are vetted to determine their suitability to work with children. Staff are vigilant about children's safety and conduct detailed risk assessments to ensure there are no hazards. Regular evacuation procedures mean that children know what to do in an emergency. All required policies and procedures are in place, detailed and reviewed regularly. Children are cared for by qualified and experienced staff, who have up-to-date knowledge of various aspects of their practice. For example first aid, safeguarding and child protection. Staff are effectively deployed within the club which is well organised and resourced. The manager has a clear vision for the provision and demonstrates a strong commitment to further development and promotion of children's learning and welfare. Other staff, parents, carers and the children's views are all considered when reflecting on practice and carrying out clear self-evaluation. Previous recommendations have been met and the club meets its own targets well.

All staff work closely with parents and carers to ensure children's individual needs are met. Parents are encouraged to be actively involved in their child's learning as staff exchange ongoing information about their progress through regular newsletters and daily discussions. Initial information about children's likes, dislikes and interests are requested when they start attending and form the beginning of the child's learning journey with the club. Close working with other early years professionals, particularly staff at the host school eases important transitions, ensuring consistency and continuity for each individual. A good equality and diversity policy and challenging practice from staff effectively promotes inclusive practice, ensuring all children can achieve as well as possible.

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

A broad and balanced range of activities and experiences are provided for the children with a good variety of adult-supported activities and many others that are free choice. Children are extremely confident, happy and highly encouraged towards independence. They communicate readily and are supported effectively to follow their interests and develop their ideas. For example, when children bring in books from home about origami an activity is set up so that they can choose to explore this further. A staff member is always on hand to support those that need it, for example when settling a new child into the club, however they are also skilled at leaving children alone at times to be active in their own learning. Children benefit from the staff's use of questioning and genuine interest in what they are doing.

Children enjoy exploring their creative skills with paints, pencils and paper. They used number confidently when calculating scores on the ice hockey game. However, some opportunities for staff to further develop children's knowledge of problem solving, reasoning and numeracy through role play, games and songs are

missed. Children enjoy using technology equipment to help them learn important skills for the future. Regular activities both inside and outside effectively develops children's co-ordination and balance skills. They enjoy participating in outdoor play with balls, skipping ropes and hoops. However, some opportunities to provide equipment and resources that support specific skills, such as bikes, scooters and other wheeled toys are less well developed. Detailed planning of celebrations and festivals significantly enhances children's awareness of the wider world and a varied range of resources provides positive images of themselves and diversity within society. Children take immense pride in links they have developed with the local community, for example, they recently organised a collection of fruit cakes to be taken to a local homeless charity. In addition recent outings have given the children opportunities to explore their community using maps and clues during an Easter treasure hunt.

Outcomes for children are good. Children's health and well-being are actively promoted through the sickness policy and a balanced snack menu. Children are encouraged to independently help themselves to drinks and to help clear tables of used pots. Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. As a result children understand why they must wash their hands before snack and after visiting the toilet. Staff are excellent role models, providing a consistent, positive approach. As a result children are highly effective in managing their own behaviour and keeping themselves safe; for example they happily take turns and older children look out for the younger children attending the club.

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	1
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