

St Mary's Out of School Club

Inspection report for early years provision

Unique reference number	EY423118
Inspection date	01/05/2012
Inspector	Bridget Copson

Setting address	Church Road, Thornbury, BRISTOL, BS35 1HJ
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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

St Mary's Out of School Club has been registered since 2011. It is privately owned and operates from St Mary's Primary School in Thornbury, near Bristol. Children have use of a classroom, the library, the hall and outdoor play areas.

The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children under eight; of these, not more than 12 may be in the early years age group, and of these, none may be under 4 years. There are currently three children on roll in the early years age group. The club operates Monday to Friday from 7.40am to 8.45am and Monday to Thursday from 3.20pm to 6pm during term time only.

The club employs five staff. The owner/manager is a qualified teacher, and the manager and supervisor both hold relevant level three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well, and they are making good progress through the Early Years Foundation Stage. This is enhanced by the good partnerships with parents, the school reception teacher and some of the other settings children also attend. Children's welfare is safeguarded to a high standard and they are included equally within the very well organised and resourced environment. Staff demonstrate a commitment to maintaining continuous improvement and successfully evaluate most aspects of the provision. As a result, they have made good progress in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve systems for working together with other practitioners to support children's transition between settings
- develop systems to review and assess practice in order to improve the quality of the learning, development and care and secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded extremely well by staff. They implement highly effective systems to help ensure children's safety and well-being. Robust employment and vetting procedures are carried out to help ensure all staff are

suitable. This is followed by an induction programme and annual appraisals to ensure ongoing suitability. Ongoing, thorough risk assessments help maintain high standards of safety. Staff have an excellent knowledge and understanding of their child protection responsibilities. They are also aware of the procedures they would need to follow in the event of any concerns, to further help safeguard children.

Staff work efficiently as a team to meet children's needs. They prepare an extremely warm and welcoming environment for children's arrival. This includes an excellent range of activities within a very enabling environment, to promote independent play. The environment is organised with great consideration. As a result, children are equally included and move around freely within their preferred environment, without restriction. Staff present as good role models who offer consistent messages. Children are developing good awareness and respect for the needs of others. They are also learning to become responsible young people through recycling waste.

The club has effective systems for monitoring and evaluating the quality of provision. These include a self-evaluation form, and meetings which are not recorded. They have made several improvements since registration. However, systems to review and assess practice are not effective enough to secure further improvement to the quality of learning and care for all children.

Staff have established good partnerships with parents, who are provided with clear information to support them in making an informed choice. Parents provide staff with information regarding their child's needs and preferences, to promote consistency. Parents are kept well-informed through displays, daily communication and e-mails. They have the opportunity to share their views of the club through completing questionnaires. When asked, parents state their children 'love it'; they enjoy 'the range of things to do' and 'it's a credit to the staff that they want to go more often'. Close and successful links are established with the reception class within the school, which all children attend. This includes ongoing discussion, as well as more formal termly meetings with the teacher. In addition, staff have close links with the other sister clubs some children attend, for such purposes as holiday care. However, this is not extended to all the other settings children attend, to support their transition between settings.

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

Children's learning and development are promoted effectively. Staff have a secure understanding of the Early Years Foundation Stage, which they use to plan and promote fun and active sessions. These include activities linked to children's interests and suggestions, with a balance of adult-led activities and free-play time. Key persons monitor and assess children's progress through recording observations in their scrapbooks. These are illustrated with examples of work and photographs. This information is used to identify next steps in their learning to promote progress. Staff interact with interest and sensitivity, respecting children's choices and sharing lots of laughter. They take care to include them equally in group

activities and offer lots of questions to challenge their thinking. As a result, children are happy, active and involved.

Children arrive cheerful and excited from school. They seek out friends and staff to share their news and show things they have brought. They enjoy a sociable snack time, where they unwind before going to play. Children demonstrate a good sense of well-being. They focus for long periods on their chosen activities, and move freely between the indoor and outdoor play areas. Children behave well and are developing positive attitudes and friendships with others. This is promoted through team and group activities, such as board games, painting the dolls house and den building. Children's communication, language and literacy are developing well. They express themselves confidently and are encouraged to think, make decisions and to share their knowledge. Children have several opportunities to mark make purposefully, and have independent access to the library books.

Children use their imaginations well. They freely explore different media and materials in creative play. For example, they make patterns with beads, draw, bake and cut and stick paper and fabrics. They also enjoy many role play and construction resources. Children are encouraged to move resources around freely to extend their imaginations. For example, they make 'ice creams' with dough and tools to pass around to others. Children count, calculate and name numerals in board games, team games, baking activities and in role play. They learn about diversity, both within their local community, and the wider world, through exploring festivals and playing with resources which reflect culture and disability.

Children feel extremely safe and secure within the club, and move about freely and confidently. They learn about keeping safe very well, through staff guidance and using tools and hot equipment safely. They also practise the fire evacuation procedure and learn about safety in topical activities throughout the year. Children's health is promoted effectively in a clean and hygienic environment with good hygiene practices. They are developing a good attitude to healthy lifestyles. They know about sun safety and enjoy eating healthy hot and cold snacks on arrival, with regular drinks, especially after active play. Children benefit from free-flow to the outdoor play area throughout the session. This allows more active children the opportunity to play outside without restriction.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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