

# 115 Club St Walburga's

Inspection report for early years provision

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**Unique reference number** EY440056  
**Inspection date** 29/05/2012  
**Inspector** Deborah Page

**Setting address** St. Walburga's Catholic Primary School, Malvern Road,  
BOURNEMOUTH, BH9 3BY  
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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**

115 Club St. Walburga's was established in 2008 and was registered in by its present owners. It is part of a chain of after school and holiday clubs throughout Hampshire and Dorset. The club operates from St. Walburga's Primary School in Charminster, Bournemouth. The club is registered to care for 48 children from four to under eight years. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll, of these eight are in the early years age group. Children attend for a variety of sessions. The club opens each week day from 2.50pm to 5.45pm during term time. Children have access to a secure outdoor play area and the school hall when it is free. The club employs four members of staff, three of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are collected from nearby classrooms and quickly settle at the club as they arrive. Overall, they enjoy a good range of play opportunities helping them to make good progress in their learning. Staff establish good links with parents and the school to promote consistency in care and learning. The required documentation is in place, promoting children's health, safety and well-being. There are effective systems in place for ongoing evaluation of the provision to support continuous improvement.

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

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

- support children in linking openly and confidently with others, for example, during group activities

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

Staff demonstrate a good knowledge and understanding of safeguarding children and regularly attend training. They are confident of the policy and procedures including what to do if they are concerned about a child's welfare. Staff are also clear on the procedure to follow if an allegation is made against a member of staff. Staff report that safeguarding is always on the agenda at staff meetings to keep up to date. Effective recruitment procedures enable management to assess staff

suitability. A thorough induction supports new staff in gaining confidence on policies and procedures to effectively safeguard children. Regular risk assessments, as well as daily checks, support staff in creating a safe and secure environment. Staff supervise children closely indoors and outdoors and have implemented a tag system for children visiting the toilet.

Systems to monitor and evaluate the provision include actively seeking parent's views through questionnaires. Their comments and suggestions are valued, and staff are happy to respond. Staff regularly reflect on their own practice including reviewing policies and procedures. These include the policy for taking photographs and using social network sites, improving outcomes for children. Management supports staff in their development through various methods such as attending training events.

Management clearly values the numerous skills of staff who are able to provide a varied range of new experiences for children. Children are encouraged to make their own suggestions for activities, which are included in the planning. They can also choose toys and equipment from the main store cupboard. Staff use space and resources effectively most of the time in meeting the needs of children. However, occasionally children's different learning needs in group activities are not fully met. The outdoor area is used well for activities such as sports and den making. There is a good range of resources and a variety of activities supporting children's understanding of diversity and respecting others.

Staff have successful partnerships with parents. They informally feed back to them about how their child is progressing. Staff share information through emails, parents' notice board, photos and the website. Staff display information about planned topics and are currently reviewing how they share information about activities. Parents are happy to share their skills with the children, including teaching them a different language and providing food-tasting opportunities. Parents comment that their children have settled well. They say they are pleased with how the club is managed, and their children are happy and progressing well. They enjoy the variety of activities and are able to socialise with others. Staff work closely with the school, enabling a smooth transition for children. They share the planning of activities to complement topics covered by the school to provide consistency in children's learning.

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

Children benefit from staff gaining information from parents and the children themselves that enable children to settle well. Staff find out about children's individual interests to support the planning of activities, such as their preferred construction resources. As children arrive at the club, they gather together to share any special news. Some children were keen to show others the decorated pots of sunflower seeds they had grown at school. They were confident in

answering questions about how seeds grow, reinforcing their knowledge and understanding of the world. Children enjoy investigating the variety of activities available and deciding what to do. They say they like drawing and painting and settled at the colouring table with other children. They concentrated well and confidently coloured a union flag in preparation for the Queen's jubilee celebrations. However, in some activities, staff do not fully support children's individual learning as there is little conversation. Children are praised for their efforts and they are awarded for their achievements. There are opportunities for children to sit in the cosy book area and look at books with staff. They talk to staff about different shapes and learn new ones such as a trapezoid. Children enjoy drawing the shapes and making their own patterns. Staff invite visitors to provide children with new experiences such as holding and exploring the feel of a snake and taking photos. Children enjoy playing outdoors and get excited using the table football representing their favourite football teams. They help staff to keep score developing their skills for the future. Some children joined a group of older children to play a game of football and negotiated their roles well. Children are gaining confidence in how to use a hoop as well as opportunities to create dens using nets and sheets.

Children relate well to each other and are happy to cooperate during group and team activities. Children have devised their own expectations for behaviour within the club, including listening to others, being polite and friendly and, respecting each other. Children are proud to receive merits and certificates for their achievements. They make a positive contribution to the club as they help with different tasks. These include helping to prepare snacks and wash up as well as carrying out risk assessments, supporting their sense of belonging. Children celebrate various festivals and learn about other cultures. Themes cover a wide range of topics such as 'Greek week' including tasting different food, dancing, decorating plates and pictures of Grecian urns. Activities linking with topics about themselves and their families contribute to children feeling valued.

Staff have a good understanding of the learning and development requirements. Key workers have a clear understanding of how they are supporting children in their next steps in learning. They are developing systems to enable all staff to be confident in how to support individual children during group activities.

Children are confident in following good hygiene procedures and wash their hands thoroughly before they eat their snack, supporting healthy lifestyles. They relish the opportunity to butter their own crackers and make healthy choices from a variety of fresh and dried fruit. They are confident in pouring their own drinks of juice to keep themselves hydrated. Children know how to keep themselves safe and understand that when they hear the fire bell or whistle they must leave the building.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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