

St Mary's Out of School Club

Inspection report for early years provision

Unique reference number	303827
Inspection date	16/05/2012
Inspector	Kay Armstrong

Setting address	St Mary's Junior & Infant School, Lumb Lane, Mill Bank, Sowerby Bridge, West Yorkshire, HX6 3EJ
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Telephone number	07765 263198
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Email	
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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 was registered in 1991 and is run by a committee. The provision operates from within St Mary's Church of England Junior and Infant School, Mill Bank in Sowerby Bridge. Children have access to dedicated areas within the school and an outdoor play area. The provision is open Monday to Friday from 7.30am to 8.50am and from 3.15pm to 5.55pm, during school term time. The provision serves the local and surrounding areas and children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children aged under eight years may attend the provision at any one time; of these, not more than 24 may be in the early years age group. The provision currently takes children aged from three years and also offers care to children aged eight years to 11 years. There are currently 22 children on roll. Of these 17 are under eight years and of these five are within the early years age range.

There are two members of staff who care for the children. Of these, the manager holds an early years Foundation Degree and is currently working towards Early Year Professional Status. The other member of staff holds a level 2 qualification in early years and is currently working toward a level 3 qualification. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun and enjoy their leisure time in this inclusive provision. Staff have a clear understanding of the Statutory Framework for the Early Years Foundation Stage and children make good progress in their learning and development. Overall, they demonstrate an appropriate commitment to work in partnership with parents, carers and others to ensure consistency and continuity for each child. Children's well-being is promoted satisfactorily overall, although, an omission in meeting all the welfare requirement impacts on children's safety. The provision shows a satisfactory capacity to improve; however, the system used to monitor and evaluate the service is not yet fully developed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Develop further and consistently implement the system to obtain information about who has legal contact with the children and who has parental responsibility for the child. (Safeguarding and

01/06/2012

promoting children's welfare)

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

- develop further partnerships and information sharing systems with parents and other early years professionals to ensure continuity of care for the children is firmly embedded
- develop further the system for self-evaluation and informed discussion to identify the settings strengths and priorities for development that will continue to improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. They have access to and knowledge of the Local Safeguarding Children Board guidance and know where to seek help should a concern arise. Effective recruitment and vetting systems ensure that all staff are checked for their suitability through the Criminal Records Bureau. Regular detailed risk assessments identify all potential hazards and ensure children have the freedom to explore and develop skills within a safe environment. The majority of records and documentation required for the safe and efficient management of the provision are in place. These are maintained to a high standard and help to ensure children's well-being and safety. However, the provider has not consistently obtained information from parents about who has legal contact with children and who has parental responsibility. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage which has not been met.

Staff provide a relaxed environment where children are able to play together freely without unnecessary adult intervention. A satisfactory range of resources are accessible so that children are able to make choices about their play and learning. Staff value and respect children's differing backgrounds. They support and promote inclusive practice well by ensuring that all children are warmly welcomed and have equal access to all activities. Equality and diversity is effectively fostered through activities and resources which reflect positive images of different cultures, gender and abilities.

Leadership and management is satisfactory. The recently formed staff team work well together and are focused on helping children progress. They demonstrate a satisfactory commitment to driving improvement as they have begun to reflect upon the service they provide. However, the system used to monitor and evaluate the provision is not yet fully developed. The recommendations raised at the last inspection have been successfully completed. Effective relationships with parents and carers are currently being established which is beginning to have a positive impact on meeting children's individual needs. Staff are also starting to work closely with the host school to ensure children's progress is fully supported and information shared. However, this is yet to be firmly embedded.

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

Children are very independent and they manage their own health and hygiene routines effectively. They are developing a good understanding about healthy life styles. They understand the importance of effective hygiene practices as they wash hands before handling food. They enjoy healthy snacks and have access to drinking water throughout the session which enables them to remain hydrated. Children are encouraged to develop an awareness of keeping themselves safe. Fire drills are practised regularly which ensures children are clear on what to do should the need to evacuate the premises arise. Children are very well behaved. They respond well to the provisions positive approach to behaviour management. They know and understand the safety rules as staff give clear explanations of the possible consequences of their actions.

Children have a very clear sense of belonging. They are developing warm trusting relationships with the adults who care for them. Firm friendships have clearly been established. Staff provide space for children to play independently and with each other with minimal adult intervention. Children have good social skills and are kind and considerate. They support each other as they take turns and share resources fairly. Children are developing good skills for the future, as they work together harmoniously. They have good negotiation skills and are confident and competent communicators. Children have great fun as they practise gymnastic moves. They help and support each other as they refine their physical skills completing forward rolls and cart wheels. The outdoor play area provides good opportunities for children to challenge themselves and develop their coordination. They are able to access a good range of apparatus, run around and play ball games.

Children perfect their pencil control and creativity as they confidently make their own 'passports'. They link letters to sounds as they write the details in their 'passport'. Their creativity is further extended as they participate in a wide range of creative activities, dress up and play imaginatively with small world resources.

Children's mathematical awareness is promoted well. They enjoy measuring the tables and confidently count in their play. They also have many opportunities to access board games, complete jigsaw puzzles and create models from construction materials. Children have good opportunities to refine their information and communication technology skills. For example, they access laptops and programmable resources.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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