

# Our Lady's Out of School Care Club

Inspection report for early years provision

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**Unique reference number** 200721  
**Inspection date** 14/03/2012  
**Inspector** Deborah Sanders

**Setting address** Our Ladys RC Primary School, Leamington Road,  
Princethorpe, Rugby, Warwickshire, CV23 9PU  
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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

Our Lady's Out of School Care Club registered in 1997. It operates from a designated class room, library and outdoor play area within Our Lady's Roman Catholic Primary School in Princethorpe, which is located between Rugby and Leamington Spa. The club only serves the children who attend the school.

The club is open Monday to Friday, from 8am to 8.45am and 3.30pm until 6pm, term time only. A maximum of 23 children aged between three and eight years may attend at any one time. There are currently 53 children on roll, and of these five are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The club supports children who speak English as an additional language.

There are two members of staff employed to work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 3 in playwork and one holds a NVQ at level 2 in playwork. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from consistent care in a welcoming and inclusive environment. Staff have a sound knowledge of the Early Years Foundation Stage but lack skills and confidence in challenging and extending children's learning and development. Overall, a sufficient range of activities and experiences are provided. The club has a positive relationship with parents and relevant information is effectively shared. Risk assessments are completed but hazards to children are not adequately minimised. Self-evaluation takes place and but does not fully identify future plans to bring about significant improvement, therefore capacity to improve is satisfactory.

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

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

- make the premises safe and secure, particularly in relation to the thorned hedge around the outside play area. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 12/04/2012

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

- develop further the key worker system to ensure that staff routinely observe

- and assess younger children's learning and monitor their progress towards the early learning goals
- develop further the process of self-evaluation in order to identify the club's strengths and priorities for development that will improve the quality of the provision for all children
  - improve the organisation of snack-time in order to fully maximise children's independence

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

Staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. There are appropriate recruitment procedures in place and staff are suitably vetted. Staff are appropriately qualified and adequately deployed to provide sufficient levels of support for the children attending. Staff training is provided for core skills, such as first aid and safeguarding. Staff build firm relationships with the children, enabling them to settle happily into the session. Children say that they enjoy attending the club and taking part in the variety of activities provided. Risk assessments are completed for the premises, however, the outside play area boundary hedge poses a hazard as there are large thorns and the second boundary fence contains barbed wire. This poses a risk to children's safety and security.

Reliable systems are in place for the maintenance of records which support the care and welfare of children. For example, children's attendance is accurately recorded and details of accidents are effectively shared with parents. Policies and procedures are in place and include all the required information. Self-evaluation is carried out and involves the staff, committee and parents. However, it is not effectively reviewed and therefore priorities for development have not been clearly identified. Consequently, staff are unable to fully demonstrate the club's strengths and priorities for improvement and the impact this has on outcomes for children. The recommendations raised at the last inspection have all been met.

Useful information is exchanged as part of the registration process at the start of a placement to ensure staff are aware of parental wishes and children's individual needs. Through discussion staff keep parents informed about their child's day and achievements and they are able to share information passed on by the school teaching staff. Relationships with parents are positive as noted by many of the parents spoken to during the inspection. Parents commented on how much their children enjoyed coming to the club and how supportive the staff were. Partnerships in the wider context are satisfactory. Staff are open to communication with other people involved with the children but are not proactive in seeking and sharing relevant information to support continuity and progression. Effective systems are in place to promote equality and diversity. All children are fully integrated within the provision.

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

This is a welcoming and generally well organised club where children are able to play, learn and relax. There is an adequate range of age appropriate play equipment and teaching resources to provide a sufficient range of activities. Children tend to lead the sessions, deciding what they would like to do. Outside play is very popular and all of the children are able to fully engage in racket sports, football, hula hoops and an obstacle course. Older children set up many of the games for the younger children and show them how to play. Children confidently express their preferences for activities and resources and staff help to accommodate them. The key worker system needs to be developed further so that routine observations and assessments of younger children's learning takes place on a regular basis. However, staff are able to identify progress made towards the early learning goals and are in the process of formalising these records. They generally use information obtained from talking to the children and parents to plan for next steps and overall children make satisfactory progress in their learning.

Children have opportunities for mark-making as they make celebration cards. They have regular access to the school's computers and the library. Children enjoy listening to stories about Egypt and can remember that this was a topic they had covered several months ago in school. The children's knowledge and understanding of the world is increasing as they access some resources that reflect positive images. They play card games and learn about problem solving and working cooperatively. Some children practice their music for the forthcoming Easter assembly and confidently show the younger children how to play the xylophone.

Children know how to keep themselves safe as they remind each other of the dangers of running in small spaces and they feel safe at the club because the staff take care of them. They know boundary restrictions when playing outdoors and know that the hedge can be dangerous, but they sometimes have to be reminded to stay away. Children know that it is important to wash their hands before meals and that effective hygiene routines help prevent the spread of infection. Children are provided with daily opportunities to play outside and understand that physical activities are good for them.

Staff promote positive behaviour by using effective strategies and younger children have a sticker system to encourage good behaviour and achievement. Children's confidence and self-esteem are fostered because staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave well.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
The effectiveness of safeguarding	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the early years section of the report 12/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the early years section of the report 12/04/2012