

St. Aidan and Oswald Out of School Care Club

Inspection report for early years provision

Unique reference number	508038
Inspection date	27/06/2012
Inspector	Trudie Walker
Setting address	St. Aidan and Oswalds RC Primary School, Roman Road, Royton, Oldham, Lancashire, OL2 5PQ
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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. Aidan & Oswald Out of School Care Club was registered in 1999 and is managed by a committee. The club operates from the school hall and small meeting room at St Aidan's Primary School in the Royton area of Oldham, Lancashire. The club has access to an outdoor play area. A maximum of 60 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 13 years. The club operates every weekday from 7.30am to 8.45am and from 2.45pm to 5.30pm during school term time, with the exception of Fridays when the club closes at 5pm. During school holidays the club operates from 7.30am to 5.30pm as and when needed. Children from the local and surrounding area attend.

There are currently 108 children on roll, of whom 55 are under eight years and of these 15 are within the early years age group. The club supports children with special educational needs and/or disabilities and also children who have English as an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager who work directly with the children. Of these, two hold a qualification at level 4 in early years, three at level 3 in early years, two at level 2 in early years, and four staff are unqualified. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the early years provision requires significant improvement. The registered person is given a notice to improve that sets out actions to be carried out. Insufficient attention to children's welfare and safety and a lack of understanding of the Statutory Framework for the Early Years Foundation Stage has resulted in significant breaches of the requirements. In addition, weak and out-of-date documentation including a record of risk assessment checks, compromises children's safety and well-being. Learning and development opportunities, as well as partnerships with other early years providers have considerable weaknesses. Self-evaluation lacks sufficient rigour or prioritisation of future improvements. An overall lack of strategic leadership hinders the club's capacity to maintain continuous improvement. Nevertheless, the manager and her team of staff offer a friendly welcome to all children. The partnerships with parents, as well as the provision for helping children adopt healthy lifestyles are satisfactory.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and organise systems, including the effective deployment of staff, to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 27/06/2012
- implement effective systems to safeguard and promote the welfare of children, with particular reference to policies and procedures to be followed in the event of a parent failing to collect a child at the appointed time, as well as seeking information about who has parental responsibility (Safeguarding and promoting children's welfare) 27/06/2012
- ensure a daily record of children's hours of attendance are accurately maintained at all times (Documentation) (also applies to both parts of the Childcare Register) 27/06/2012
- ensure self-evaluation is rigorous and systematic and review the impact of improvements on children's outcomes in order to meet their individual needs 27/06/2012
- maintain a record of aspects of the environment that need to be checked on a regular basis, identified through risk assessment, including when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 27/06/2012

To improve the early years provision the registered person should:

- review the routines to provide opportunities for children to select and use activities and resources independently
- improve procedures for children to seek to do things for themselves such as pouring their own drinks, serving their own snacks, and washing their hands consistently before eating
- develop systems to ensure the provision delivered is complimentary to the education and care provided in any other setting that children attend, to ensure effective continuity and progression.

The effectiveness of leadership and management of the early years provision

Leadership(start with safeguarding. Include equality and diversity, partnerships, engagement with parents)

Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly, in order to protect children.

Recruitment procedures for staff are implemented appropriately. This ensures all staff are checked with regard to their experience, qualifications and suitability to

care for children. Staff hold up-to-date first aid qualifications, ensuring they can respond appropriately in the event of an accident. However, there are a number of legal requirements which have not been met which compromise the safety and welfare of the children. The risk assessment does not identify, and the club does not maintain a record of those aspects checked on a regular basis. The club does not seek information on who has parental responsibility for each child, or have a procedure to follow in the event of a parent failing to collect a child. Systems for recording children's hours of attendance are not consistently maintained. These are all breaches of the legal requirements of the Statutory Framework for the Early Years Foundation Stage.

Poor organisation of many of the club's resources mean that they are inaccessible and do not support children's play and learning effectively. As a result children are not provided with challenging and motivating learning experiences for their enjoyment and achievement. In addition, the deployment of staff is ineffective and does not meet legal requirements as unqualified staff under the age of 18 are left unsupervised with children in the outdoor area. There are no formal monitoring systems in place to identify the progress of individual children or groups of children. In addition, links with the school and pre-school are not established, which impacts on the progression and continuity of learning for each child. Consequently, practice is not sufficiently inclusive as staff have a weak understanding of children's individual needs.

In the main, staff and managers engage with parents and carers appropriately. They are provided with some information about the club via the notice board, termly newsletters and ongoing verbal dialogue. Some systems are starting to be developed to enable parents and carers to contribute to their children's learning and development. Parents state their children are happy and settled, and are grateful of the service received from the club.

The manager is keen to improve the quality of the club, and some areas for improvement have been identified. However, self-evaluation is not rigorous or systematic and consequently does not address significant issues or fully reflect the current weaknesses in provision. Plans for the future are not well targeted to enhance the club's provision in order to raise outcomes for children. In addition, the management team has not successfully monitored the delivery and quality of the curriculum as staff demonstrate a weak understanding of the requirements of the Early Years Foundation Stage.

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

Staff do not have a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements, which hinders children's progress, enjoyment and achievement. Insufficient information is gathered to effectively plan activities based on individual children's needs and interests. Consequently, staff do not consistently identify the next steps children need to take in their development or make effective links when planning activities. In addition, staff's understanding of how to adapt activities for those children who need additional support are restricted and, therefore, limits the level of support offered.

Despite these shortfalls, most children are happy and settled within the club enjoy the selection of activities on offer. For example, children's imagination is fostered as they play with the various role play materials, small world toys and superhero figures, which are enjoyed by many of the children. Children are beginning to problem solve, count, sort and match as they build with construction toys and play games of dominos. However, limited planning, poor organisation of routines and insufficient access to resources and stimulating activities, mean that all children do not receive a sufficiently enjoyable and challenging learning and development experience. As a result, some children show poor levels of involvement in what is provided and are not engaged in the activities made available.

Children have satisfactory opportunities to develop their manipulative skills. For example, they delight in learning how to plait with wool. A suitable range of mark making materials such as pencils and crayons are freely available. Topics such as the Queen's Jubilee and the forthcoming Olympics support children's understanding of their local community and the wider world. A selection of books is made readily available in a suitable space to offer children the opportunity to enjoy books. Generally, staff sit with the children offering support as they ask some open ended questions. Children respond using language to negotiate and make sense of what is being asked. Children develop sound relations as they interact with their peers and some show care and concern for others as they play. However, children have few practical and meaningful experiences to explore, experiment, discover and predict, due to the limited interactions with staff and inaccessibility to challenging resources, toys and learning opportunities.

Consequently, children have few opportunities to become active, creative and independent learners, which seriously limits the extent to which children develop skills for the future.

Children are developing a satisfactory understanding about healthy lifestyles. The outdoor facilities offer space for children to pursue energetic activities. For example, children enjoy playing football, or indoor chasing games. Children enjoy healthy snacks of toast and fruit along with a choice of juices. However, there are few opportunities for children to increase their self-help skills at meal times. In addition, children do not always wash their hands before eating. Children are encouraged to develop an awareness of keeping themselves safe. They know to ask a member of staff before going outside to play. However, in the absence of robust record keeping around children's attendances, along with thorough risk assessments and ineffective staff supervision, their safety cannot be assured.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 action as specified in the early years section of the report 27/06/2012
- Take action as specified in the early years section of the report 27/06/2012
- The registered person must ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18. 27/06/2012

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 action as specified in the early years section of the report 27/06/2012
- Take action as specified in the early years section of the report 27/06/2012
- The registered person must ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18. 27/06/2012