

# St Aloysius Out of School

St. Aloysius First School, 143 Woodstock Road, OXFORD, OX2 7PH

<b>Inspection date</b>	27/09/2012
Previous inspection date	21/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children develop secure friendships, demonstrate good behaviour and play well together as staff act as positive role models.
- Children mostly enjoy their time in the club and the activities on offer.
- Staff are kind and friendly, creating a relaxed and comfortable environment.

### It is not yet good because

- The club does not have a key person system in place to support children's individual needs effectively, particularly on entry.
- Staff do not organise snack time well, which reduces the time available for purposeful play and does not promote children's understanding of eating sociably.
- Self-evaluation processes are not fully effective, as the management team does not carefully monitor progress in all areas of weakness.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector talked to parents available on the day.
- The inspector held a meeting with the registered provider and had discussions with the manager and staff.
- The inspector sampled documentation, including evidence of staff suitability and qualifications.

## Inspector

Gill Little

## Full Report

### Information about the setting

St Aloysius Out of School club opened in 2004 and cares for children who attend St Aloysius Catholic Primary School. It is run by Oxford Active Limited, which manages several out of school clubs and holiday play schemes in Oxford. The club is situated in a classroom in the primary school and has use of the school playground. It has some links in place with the school.

The club is currently caring for four children in the early years age group, aged four and five years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is currently caring for approximately 40 older children, aged from five to 11 years. It operates on weekdays from 3pm until 5.30pm during school term times. The club employs six staff, of whom five hold relevant qualifications, including Qualified Teacher Status. In addition, one member of staff is working towards a higher qualification.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that each child is assigned a key person who can help to meet their individual needs by: gaining information from parents and the school about their interests and stages of development when they start attending the club.

#### **To further improve the quality of the early years provision the provider should:**

- review the organisation of snack time by: a) providing alternative activities to keep children busy while they are waiting their turn; and b) enabling children to sit at tables to eat comfortably and to enjoy the social aspects of eating
- develop systems for self-evaluation and further improvement by: carefully monitoring the staff team's progress in areas of weakness.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children mostly enjoy their time in the club. They are able to engage in a sufficient variety of activities, both indoors and outside, and they play well together. Staff and older children act as good role models to younger children. For example, older children help younger ones to find the correct pieces for a construction model, and staff are kind and caring. Some children enjoy a spirited game of football in the playground and benefit from appropriate staff intervention to help them play cooperatively, take turns and organise the game. Boys particularly enjoy this activity showing confidence in skipping, kicking, jumping and running, which helps to develop their coordination skills and muscle strength. Older boys show a clear respect for younger ones, ensuring that they get a turn with the ball. Indoors, children enjoy playing table football, building a train track and making necklaces. Girls particularly enjoy craft activities and concentrate well as they thread tiny beads together. Such experiences help them to handle tools and objects with increasing control. Staff encourage children to join in with activities and sometimes engage in conversation with them. Children speak confidently to each other, sharing stories about

their day in school and expressing their views. However, there is a lack of focus from staff in helping children to extend their skills and learning through good quality interactions. As a result, children make some progress but this has limitations.

The club does not meet the requirement to have a key person system in place to support children's individual needs effectively, particularly on entry. Staff do not work closely in partnership with parents or the school to find out about children's interests and stages of development when they first start attending. As a result, staff have little information about new children and rely on their own observations to assess individual needs. This weakness limits the ability of the staff team to provide individually tailored activities and support. The club has a very basic system of recording children's progress. The staff and management teams identified this weakness as an area for development some time ago, although they have not made any improvements to date. However, staff do talk to parents on a daily basis about what children have enjoyed and they pass on any messages from school, which has some positive impact on continuity of care.

### **The contribution of the early years provision to the well-being of children**

Staff create a relaxed and comfortable environment where children develop good friendships and demonstrate positive behaviour. Although there is no key person system in place, children show that they feel safe and secure in the care of the staff team. Appropriate safety procedures are in place, and both the club and school have made some improvements to security since the last inspection. Staff provide increased supervision for younger children when they are moving around the building, for example, when they go outdoors, which helps to keep them safe. Children show a suitable awareness of keeping themselves safe as they play sensibly in the playground, avoiding collisions and accidents.

Children enter the club happily but staff do not organise snack time effectively. The current routine is for all children to have their snack before staff set up activities, which reduces the time available for purposeful play. As a result, large groups of children crowd round the snack table waiting for their turn. They behave well and wait patiently as staff encourage them to prepare their own snack, which fosters some appropriate independence skills. However, this process means that some children wait a long time before they can eat. When children do eventually receive their snack, they sometimes walk around the room eating or playing with toys at the same time. This weakness does not effectively support children's understanding of eating sociably. Staff have improved some elements of practice by enabling children to help prepare their own snack. However, they have not addressed a recommendation from the last inspection for children to eat sociably together.

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

The staff and management teams have a sufficient understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage framework. Appropriate

recruitment and induction procedures are in place to provide the club with suitable staff, most of whom hold relevant qualifications. Sufficient arrangements are in place to provide staff with safeguarding training to enable them to keep up-to-date with child protection procedures. Staff receive appropriate support to further their professional development by attending additional training and pursuing higher qualifications. Weekly visits to the club from senior staff within the company help to maintain a satisfactory standard of practice. The management team is continuing to monitor record keeping, such as risk assessments and accident records, which were weaknesses identified at the last inspection. Procedures to identify children expected in the club each day are not particularly rigorous, although systems for their arrival and for recording attendance are adequate. Overall therefore, record keeping is sufficient, which has some positive impact on children's safety.

Adequate self-evaluation procedures are in place. The club has made some improvements in response to some recommendations raised at the last inspection and to some areas of weakness identified by the staff and management teams. However, the management team does not carefully monitor responses to all areas of weakness and so progress in some areas is slow. There are some suitable plans in place for further development, such as enhancing partnerships with the school and parents. Parents generally comment favourably on the club and state that their children enjoy attending.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY282597
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	814700
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Oxford Active Limited
<b>Date of previous inspection</b>	21/06/2010
<b>Telephone number</b>	01865 515094

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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