

# St Lawrence Out of School Club

Warwickshire County Council, St. Lawrence C of E County Primary School, St. Lawrence Clos, SOUTHAM, Warwickshire, CV47 8LU

## Inspection date

08/10/2012

Previous inspection date

23/06/2011

## The quality and standards of the early years provision

**This inspection:**

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 enter happily into the club where they engage in activities of their choice and confidently initiate their own play.
- Staff have a friendly and open partnership with parents. The manager is proactive in liaising with teachers at the school to ensure information is shared to support individual children's needs.
- Children's health is well supported through daily routines and opportunities for physical play. They enjoy a menu of nutritious meals which are a social occasion shared by all.
- Children have established warm relationships with staff who appropriately engage and support their play.

### It is not yet good because

- Staff do not have a secure understanding of the prime and specific areas of learning.
- The key person system is not properly embedded and parents are not aware of its purpose or who their child's key worker is.
- No real system for self-evaluation and identification of strengths and areas for development is in place.
- Not all safeguarding and welfare requirements are met.

## 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 tea time and the children's play in the hall throughout the visit.
- The inspector spoke with the manager and the other members of staff working in the club and with the head teacher.
- The inspector looked at children's registration details, planning and observation records and a selection of policies and daily records.
- The inspector spoke with three parents on the day of inspection, one of whom was also a committee member.

### Inspector

Diane Ashplant

## Full Report

### Information about the setting

St Lawrence Out of School Club registered in 1999. It operates from the school hall at St Lawrence Primary School in Southam, Warwickshire. The setting is open Monday to Friday and sessions are from 7.45am until 8.45am and 3.15pm until 5.45pm during the school term. All children share access to enclosed outdoor play areas.

The setting serves children aged from three to eleven years who attend the school. Currently there are 53 children on roll, four of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work with the children. Of these, one holds a National Vocational Qualification at Level 3 and one at Level 2. The other two staff members are working towards an appropriate early years 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 for each session, apart from the manager, at least half of all other staff must hold at least a full and relevant level 2 qualification
- ensure that staff have a sound understanding of all aspects of the educational programme to ensure it meets the needs of individual children.

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

- develop systems for self-evaluation to inform the setting's priorities and to set challenging targets for improvement
- develop further the role of the key person to ensure the individual needs of the younger children are met to help them settle and to build a relationship with parents
- ensure all required documentation is up to date and effectively maintained, with particular regard to attendance records.

### **Inspection judgements**

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

Children are happy and well occupied in the club and move around the hall to access resources of their choice and initiate their own play. Staff provide a balance of child-initiated and adult-led activities and offer enthusiasm and encouragement to support their growing self-confidence. The club includes a range of children's ages but staff are aware of their different needs and respond appropriately. For example, they ask what particular resources the older children would like and then purchase their choice of a football table. Children build warm relationships with the staff, who are happy to sit and chat with the younger ones as they colour in their drawings. Children talk confidently with staff and share experiences from school or home at the meal table. They enjoy drawing and

colouring in pictures and talk about colours and shapes as they do so. Particularly popular are the dressing-up and role play areas where children use their imagination as they play in the play kitchen or enjoy putting on the dressing-up clothes and walking around in the high-heeled shoes. There is a cosy area with cushions where children can read books or watch videos while others use the games console.

Most of the children are known by staff within the school, which helps them to settle easily into the club as they are with familiar adults and in familiar surroundings. Children of different ages play well together, with the older ones often asked to look after the younger ones. Information is taken and recorded from parents at the start and staff provide a friendly and approachable presence as they talk with them at collection. Parents comment on the friendly and approachable nature of the staff and how they are always able to speak with them. Although the key person system ensures that the younger children have someone to monitor them and liaise with parents, it has yet to be properly embedded. However, the manager does keep a photographic record with some comments to share with parents about their children's time at the club. When the building work has been completed, the club will again provide a smaller, separate sensory room where children can enjoy a quiet and more relaxed time away from the larger group. This provides more security for some of the less confident younger ones. Staff use their observations of the children at play to determine their preferences and levels of ability, and liaise with school staff to support any individual needs.

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

Children enter confidently into the club and are happy to make their own play choices as they relax after school. Their safety and well-being are promoted through reminders by staff to, for example, wash their hands or play safely with the equipment. Children are learning to share and take turns and have opportunities to develop their social skills and independence as they talk at tea time, wait until everyone on the table has finished and then help to tidy away their dishes.

Children have space to move around inside and regular access to the various outdoor play spaces where they develop their physical skills or join in games, such as apple bobbing. Inside they enjoy throwing and balancing hoops and bean bags over poles and count how many they can build or how far they can throw them. Children have a balanced menu of freshly cooked meals to promote their health, which they thoroughly enjoy, and regular drinks to keep themselves hydrated. Children are learning to manage their own hygiene and personal needs as some independently access the toilet and wash their hands before eating.

Staff work with parents to support children as they settle into the club and in their transition between different classes. They liaise with teachers to ensure this is as comfortable as possible. The manager will seek out the appropriate teacher to discuss any concerns and supports aspects of children's learning by, for example, practising spelling or sharing reading books. When the older ones are due to leave school, club staff celebrate this important transition with special treats like a sleepover in the school hall or a barge trip.

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

The staff team are experienced in supporting the different needs of the range of children who attend the club and provide a welcoming environment for them. They offer a choice of activities to support all areas of learning and an appropriate balance of children's choice and adult engagement. However, their understanding of the changes in the Early Years Foundation Stage Framework is not fully secure, which may impact on the planning and delivery of the educational programme. There are no regular systems for monitoring and evaluating practice and ensuring that the requirements are being met, for example, through the use of a self-evaluation document or parental questionnaires. This means that not all areas for development are identified.

Staff have a secure understanding of their responsibilities for safeguarding children and how to pass on concerns. They attend regular update training through their other roles within the school to ensure they are suitably informed. Children's welfare is promoted as staff provide a safe setting for them to use, which is maintained through regular visual and written risk assessments and clear procedures, such as safe collection. The setting is currently undergoing some building work which has reduced some of the space available for children who attend the club.

Staff work well together and discuss informally before and throughout the session as to its organisation. Staff plan particular days each week where children have special art and craft activities of their choice and physical play sessions on another day, such as musical chairs or tug of war. Each session consists mainly of children's choices, with staff supporting them as they relax after school. Outdoor play is offered whenever possible and children have easy access to the courtyard and the school's playground and fields. Staff provide a welcoming environment where children enter happily, engage with friends and initiate their own play. However, although all staff have a wide variety of experience working with young children, and two are currently undertaking training, the required ratio of qualified staff is not always maintained within the group.

Staff are very much part of the whole school organisation and the manager is proactive in liaising with school staff to exchange information and work together to support individual children. Parents comment that they feel confident that anything significant occurring during their child's time in the classroom is shared effectively with them at the end of the day through liaison with club staff. Staff have an open and friendly partnership with parents as they greet them when they collect children. Children's details are shared and recorded at registration, and the manager ensures she keeps informed of any changes.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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

Unique reference number	200663
Local authority	Warwickshire

<b>Inspection number</b>	817931
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of provider</b>	St Lawrence Out Of School Club
<b>Date of previous inspection</b>	23/06/2011
<b>Telephone number</b>	01926 812447

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

