

Our Lady's Catholic Infant After School Club

Our Ladys RC Junior & Infant School, Henshaw Road, Wellingborough, Northamptonshire, NN8 2BE

Inspection date	08/10/2012
Previous inspection date	23/09/2010

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 are happy and enjoy their time in the setting. They feel safe and secure, supported by the warm and friendly environment and caring and positive interactions.
- The setting has a strong commitment to safeguarding and ensuring children's safety. Staff's knowledge is secure and they carry out regular assessments to ensure risks to children are minimised.
- Children's social and emotional development is prioritised. They are self-assured, make choices and demonstrate positive, mutually supportive behaviour.
- Children's physical development and their understanding of healthy lifestyles is supported well through a range of play opportunities indoors and outside.

It is not yet good because

- Observations of children do not identify what children know and can do so that their next steps can be used to inform planning that meets their individual needs.
- Partnerships with parents and the school to support a regular exchange of information about children's progress in the early years are not well established.
- Systems for monitoring and evaluating the effectiveness of the setting do not support the identification of key areas for further development to bring about improvement.

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 in the main hall.
- The inspector spoke with the setting manager and the key person for early years children at appropriate times.
- The inspector looked at children's files, planning documentation and a selection of policies and children's records.
- The inspector also took account of the views of parents of early years children, spoken to on the day.

Inspector

Maggi Hunt

Full Report

Information about the setting

Our Lady's Catholic Infant After School Club was registered in 2003. It operates from the main school hall at Our Lady's Catholic Infant School in Wellingborough. In addition to the hall, the club has use of a covered area, an outdoor play area, the kitchen, toilets and a store room. The club is open to local schools in the surrounding areas. Currently there are

54 children aged from four to seven years on roll. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children, mainly from the school in which the setting is located, attend for a variety of sessions. The setting is open five days a week during school term times. Sessions run from 8am until 8.55am for the breakfast club and from 3.15pm until 5.30pm in the afternoon during term times. The setting also operates from 8.30am to 5.30pm during school holidays, where children aged up to 12 years attend. The setting employs five members of staff who are all appropriately qualified, and one volunteer. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stage of development of each child; use careful observations that assess children's progress, and identify their next steps for learning
- enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting by: sharing knowledge of individual children, identifying areas for development and ensuring that parents are regularly updated about their child's progress.

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

- improve systems for monitoring and evaluating quality, standards and delivery in the provision by identifying priorities and setting clear and challenging targets for further development.

Inspection judgements

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

Staff have a basic knowledge of the Early Years Foundation Stage and how to promote the learning and development of young children. They provide a range of activities that generally support younger children's learning across the seven areas of learning. Children's language development and communication skills are fostered through regular conversations with staff during activities and at mealtimes. Staff generally support children's learning well through timely interventions, carefully assessing when it is appropriate to intervene and engage in conversations and when to allow children to play independently. Such discussions are based on topics of interest to children, for example, when a child is playing with a superhero figurine asking "Does he have a car?" and "What is it like?" which prompted a detailed commentary from the child about the 'fire' that comes out of the back of the car. However, staff do not consistently use questions that

explore possibilities, for example, using "What if" or "Why" to enable children to further develop their curiosity and language.

Children have a suitable range of opportunities to explore and play with media and materials. They make models using beads and other materials, such as paint. They frequently engage in cooking activities. The setting plans around a theme on special occasions. For example, for Bonfire Night the children make guys and paint firework pictures, and for Halloween, carve faces from pumpkins and make masks. Children will often suggest relevant activities which contributes to their developing self-confidence. Children's imagination is well supported through a good range of role play and small world toys. Children initiate their own games and play cooperatively alongside each other. However, staff do not always fully extend and challenge children's thinking and play by suggesting additional resources that could be used.

Staff provide a satisfactory balance of adult-led and child-initiated activities. For example, children enjoy playing adult-led games, such as indoor hockey where they carefully follow instructions and rules and cooperate well together. Equally, when given paints, they will follow their own ideas. For example, one child decided to paint a portrait of one of the staff members, and went to great lengths to ensure it was accurate, checking out details like the colour of her eyes. Staff have a basic understanding of the younger children's skills, knowledge and understanding but at present do not plan to meet their individual needs. Observations of children, whilst linked to the seven areas of learning, do not assess children's progress and therefore, cannot be used to plan for the next steps in their learning. Relationships with parents are warm and friendly but are limited to general information about activities undertaken, what they have eaten and how well they are settling. There are no systems in place at present to exchange information about children's progress either with parents or with the school. As a result, opportunities are missed for promoting children's learning and development.

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

Children feel very secure in the setting because staff are kind and caring role models. When children are new to the setting, staff take care to ensure they obtain information from parents about likes and dislikes. The recently introduced key person system for early years children supports them in making secure attachments and ensures a focus on children settling well into the setting. Relationships with parents are sufficiently secure to encourage them to stay if children are anxious. If a child shows severe signs of emotional distress, staff liaise with parents and teachers at the school to resolve the issue. However, weaknesses in assessment and planning, together with limitations in sharing information with parents and other providers, mean that children's well-being is not always consistently, fully supported.

Children in the early years age range play confidently alongside older children and feel safe and secure in the setting. They are supported to develop their independence as they get to know routines and access activities and resources freely. Older children play alongside younger ones who do not feel intimidated or overwhelmed. Behaviour is good. Staff have clear boundaries for acceptable behaviour which children abide by. Children's

understanding of how to stay safe is enhanced through regular activities and visitors. For example, the local police officer attends the setting and talks to the children about road safety and how to be safe as the darker nights approach. Children now have fluorescent jackets which are worn when they are out and about. The children develop appropriate self-care skills. They are aware of routines, for example, to support hygiene and when eating, and follow them without question. Children are encouraged to develop healthy eating choices through nutritious meals and snacks, such as pasta or beans on toast. There is a good focus on physical activities through play. Children play games, can join the gardening club which tends the church garden on site, or play on the bikes and other large equipment in the covered area or outside. The setting takes children on regular trips and outings, especially during the school holidays.

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

The manager has a good commitment to improving her service through updating her own knowledge, accessing training and supporting staff to develop professionally. The recent recruitment of a deputy with specific early years experience has resulted in the introduction of a keyworker system and greater attention to meeting the needs of younger children. Although the manager conducts annual appraisals of her staff where training needs are identified and targets set, ongoing monitoring of staff through observations and regular supervision is not robust. As a result, the manager is not able to fully monitor the delivery of the educational programmes. Staff meet monthly to discuss issues that have arisen, individual children and to review and reflect on provision. However, although started, self-evaluation is incomplete. Consequently, the setting is not able to identify priorities by setting clear and challenging targets for improvement.

Safeguarding and children's welfare are prioritised in the setting. This ensures children feel safe, secure and welcomed. The manager has accessed recent training to ensure she is fully up-to-date on safeguarding matters and has also attended training on safe recruitment to further enhance her practice. She has disseminated the training to all staff to ensure that they are secure in their knowledge of this aspect of their work. All aspects of Health and Safety are supported well through policies, procedures and records that are monitored and updated regularly. The setting has positive relationships with parents and regularly shares routine information about children's time in the setting. Parents are pleased with the service offered and feel that their children have settled well and enjoy attending the setting. Relationships with other providers delivering the Early Years Foundation Stage where children attend are developing but do not yet fully support continuity in children's learning.

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	EY260039
Local authority	Northamptonshire

Inspection number	819790
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	54
Name of provider	Angela Houghton
Date of previous inspection	23/09/2010
Telephone number	01933 224900

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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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