

Our Lady's Out of School Care Club

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

Inspection date	29/11/2012
Previous inspection date	14/03/2012

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		2
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

- All children and their families receive a warm welcome. Children develop positive relationships and benefit from stability in staffing, which promotes a secure sense of belonging.
- Children initiate activities, seek challenges and show a 'can do' attitude. They choose their activities and have uninterrupted time to play and explore. As a result, attendance is enjoyable.
- Children benefit from continuity in their care and learning through effective information sharing and partnership working with parents and other early years professionals.

It is not yet good because

- Children's understanding of difference could be further reinforced through the provision of photographs and artefacts from their home cultures.
- Children are yet to have active involvement in rule setting to promote a sense of ownership.
- There is more scope to glean the views of children to shape future provision.

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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Our Lady's Out of School Care Club registered in 1997. It operates from a designated classroom, 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 during

term time only. There are currently 50 children on roll. 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 with special educational needs and/or disabilities and those 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 at level 3 in playwork and one holds level 2 in playwork. The club receives support from the local authority.

What the setting needs to do to improve further

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

- make a display with the children, showing all the people who make up the community of the setting
- collaborate with children in creating rules for the care of the environment
- open up opportunities to listen to children's views and act upon them.

Inspection judgements

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

Children happily pursue their own interests and are engaged in a variety of enjoyable learning experiences. Children are imaginative and have fun as they build stories around their toys, such as the castle and toy cars. They take pleasure making dens using chairs and blankets, and work together to build spaceships using construction toys. Board games are popular and children learn to share and negotiate as they play. They become skilled at dominoes and enjoy games involving playing cards. A range of art and craft activities are available and children express their ideas through drawing, painting, junk modelling and using plastercine. A pop-up tent filled with cushions swiftly becomes a cosy snug den, and children relax as they look through books. Children are supported to complete their homework tasks and use of the computers enables them to carry out any necessary research. Children are active and relish daily opportunities to play outdoors. They travel with confidence and skill as they negotiate the trim trail, skip and play badminton. Football is popular and children gain a sense of freedom as they run around and play chasing games.

Children are fascinated with wildlife and take pleasure in watching the birds and squirrels.

They have fun investigating the natural world, collecting items of interest, such as leaves, fir cones and acorns. Children develop an understanding of the world as they share life experiences and learn about similarities and differences. However, there is more scope to strengthen the positive impressions children have of their own cultures by encouraging them to display and share photographs and objects from their home cultures with their peers. Children demonstrate a clear ability to manage their feelings and behaviour. They respond well to the familiar routine and help in appropriate tasks. However, children have not yet had the opportunity to help create their own rules for the care of the environment to promote a sense of ownership. Children develop respectful and caring relationships with their carers. Although practitioners observe and listen to the children, there is more scope to involve them in decision making to show that their views are valued and supported. Nevertheless, children's all-round development and emotional well-being are supported through a range of experiences relative to their ages.

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

Practitioners are skilled at boosting relationships and routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships and play and learn harmoniously. Relationships are strong and practitioners are sensitive in their management of children and their behaviour. Practitioners open up ample opportunities to promote children's independence, and children develop a good sense of responsibility as they tidy away their toys, wipe the tables and butter their own toast. Practitioners, who are motivated and cheerful, act as very positive role models. As a result, children show good self-control and display a sense of belonging. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs. Children are well prepared for the next stage in their learning and are fully supported at times of transition.

Children gain a good awareness of what constitutes a healthy lifestyle through planting and growing experiences, recycling and making compost. Children are supported to develop an understanding of the importance of physical exercise and a healthy diet, and learn to manage their own hygiene and personal needs. Snacks are varied and nutritious and children sit together to eat filled pitta breads, scrambled eggs on toast, fresh fruit, such as pears, apples, oranges and bananas, carrot batons and tomatoes. Children benefit from ample fresh air and exercise and learn about the world around them as they search for minibeasts, make bug houses and use magnifying glasses to observe what they have found. Care practices are good and children are happy, build secure attachments and enjoy what they are doing. Children thrive within a warm and welcoming environment.

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

Practitioners demonstrate commitment to promoting children's safety. Arrangements for safeguarding children are clear, regularly reviewed and understood. Risk assessments are conducted and include everything with which a child may come into contact. Children are taught to be safety conscious and show an awareness of how to keep themselves safe, for example, as they tuck their chairs in, pick things up from off the floor, practise the

emergency evacuation procedure and carefully use knives to chop apples. The environment is safe and supportive, and practitioners are focused on promoting children's welfare. Concise policies, procedures and strategies are in place. Written documentation reflects a positive approach to meeting the individual needs of children, and all children are valued. Children with special educational needs and/or disabilities and those who speak English as an additional language receive appropriate support.

The provision works in partnership with others to secure consistency of care. Practitioners routinely liaise with a variety of external professionals. Close links with the school enable practitioners to complement what children are learning to ensure that activities are purposeful. School teaching staff, along with the head teacher, talk positively about the club's commitment to working collaboratively to meet children's individual and wide-ranging needs. Parents, who value the flexibility, quality of care and 'family feel', are complimentary about the club, feel included and would happily recommend the provision to others. Practice is inclusive and practitioners are committed to caring for children appropriately for each family. Self-evaluation is clear and steps to tackle areas of identified weakness continue to improve the learning, development and care on offer.

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	200721
Local authority	Warwickshire
Inspection number	817933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	50
Name of provider	Our Lady's Out of School Care Club
Date of previous inspection	14/03/2012
Telephone number	019266326850

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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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