

St Brigids Catholic School

St. Brigids RC Junior & Infant School, Frankley Beeches Road, BIRMINGHAM, B31 5AB

Inspection date	10/12/2012
Previous inspection date	06/09/2011

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 are well cared for and enjoy themselves. They feel emotionally secure and develop positive relationships with other children and staff in the safe, secure and relaxed atmosphere.
- Children's social skills, confidence and creativity are promoted particularly well during activities and routines
- The provider knows which aspects of the out of school club need developing and has devised and started to implement an accurate action plan to guide her and her staff in making improvements.

It is not yet good because

- Information sharing with parents and the school about children's learning is at an early stage. This means the provider and staff are not always aware of how well each child is developing in order to plan as accurately as possible for their needs.
- Staff development procedures such as arrangements for more regular reviews of staff's performance and individual targets, are still being embedded. Some staff are not fully aware or confident about promoting children's learning in the prime areas of learning.
- Young children's physical development is not promoted as well as it could be. They do not consistently take part in the physical play activities provided and alternative activities are not always offered to focus more precisely on developing their coordination, balance and movement.

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 school dining room.
- The inspector held meetings with the provider and spoke to staff working with children in the early years age group.
- The inspector discussed children's assessments and looked at planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector sampled policies and documentation relating to children's welfare, health and safety.
- The inspector looked at and discussed the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Bright Brigids Out of School Club is one of two settings owned by the provider. The out of school club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club operates from the dining room and school hall of St Brigids Primary and Junior School in the Northfield area of Birmingham. The out of school club is attended by pupils from the school and school nursery. There is a fully enclosed area available for outdoor play. The out of school club opens Monday to Friday during school term times. Sessions are from 7.30am until 8.45am and 3.30pm until 6pm. The provider runs a holiday club during some school holidays at another nearby school venue, and sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions.

The out of school club currently offers care for children aged from four to 11 years. There are currently 52 children on roll, of whom seven are within the early years age group. The out of school club employs five members of staff, including the provider. She has an early years degree and the other staff have appropriate early years qualifications to at least level 2 or 3.

What the setting needs to do to improve further

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

- improve staff development procedures, including implementing regular reviews of staff's performance and providing appropriate coaching, training and support to enable them to reach agreed targets for improvement.

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

- improve staff's knowledge and confidence in promoting children's learning and development in the prime areas of learning, and in particular to provide more opportunities and better support for children to develop their coordination and skills in movement
- improve information sharing with the school about children's learning and development so that out of school club's educational programme accurately complements each child's learning elsewhere

- improve information sharing with parents about their children's learning and development so they can consistently contribute their views about their child's abilities and progress.

Inspection judgements

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

Children settle quickly to activities on arrival at the out of school club. Staff ensure that activities that are popular with the children are available at each session. These include small world and role play, drawing and gluing, and opportunities to play interactive computer games. The provider ensures that planned activities incorporate children's individual learning needs identified through informal observation and staff's interactions with them. However, some staff are unsure about children's next steps and how to focus more precisely on these during activities and routines. In addition they are not always confident to adapt an activity, for instance to enable other children to help make sandwiches for snack time, or to ensure they can give more direct coaching to four and five-year-olds using computer equipment.

Staff are particularly successful in fostering children's confidence and social skills. Well-presented and interesting art, craft and role play materials encourage children to make informed choices about what they want to play with. Children increasingly share and take turns, for example, when playing computer games. Older children are kind and patient when they help younger children to use computer equipment and to negotiate different programmes. Children socialise well, chatting easily to their friends during activities and at breakfast and snack times. They are imaginative and creative, confidently expressing their ideas during role play and art and crafts. For example, children enjoy setting up and preparing pretend meals on the table next to the snack table. Varied art and craft materials stimulate children's ideas and promote their concentration and purposeful activity. For example, several children enjoy decorating wooden Christmas decorations while another child draws and cuts out her own design for a puzzle. Children confidently talk about what they are doing and proudly show each other, staff and parents what they have made. Staff provide children with pencils and crayons to encourage them to label their work.

Children develop independence and confidence in managing their personal care and hygiene at the out of school club. When they help to prepare snacks, children and the member of staff wash their hands thoroughly and wear disposable aprons and gloves. Breakfast and snacks are well organised and unhurried, giving children time to choose what they want to eat and to drink, to generally make some healthy choices and to eat well. There are satisfactory arrangements for children to be physically active, such as taking part in games in the school hall. However, some younger children do not regularly take part in these sessions, and staff do not consistently provide them with alternative physical equipment or games to build on and extend their coordination and movement.

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

Children feel emotionally secure, soon settle and develop good relationships with others. Staff are friendly and approachable, and children benefit from their caring key person's individual attention. The provider and staff know and respond to those children who need additional help to join in or who may need a gentle reminder about sharing and taking turns. Overall, adults successfully create a relaxed, positive atmosphere, preparing children well for the start of the school day and helping them to unwind in the afternoon.

Children are well cared for. Parents are encouraged to share information about their child's care and health needs when he or she starts, and the provider and staff recognise the importance of ensuring children are well nourished and relaxed. Fruit is always available plus a good range of breakfast cereals and toast, and in the afternoon some healthy sandwich fillings plus some treats such as jam and cakes. Meal times are real social occasions with children and adults sitting together and each child confidently deciding what they want to eat and drink.

Children are well behaved and play cooperatively. They know what is expected of them and staff calmly intervene to help resolve minor disputes or to encourage children to respect and listen to each other. Children are often kind and helpful. For example, when an older child comes into the club after a school activity, a younger child immediately finds her a chair to sit on at the snack table. Children's achievements and work such as their pictures, collages and writing are praised and valued. Parents are encouraged to look at and talk about their children's work especially when they come to collect them. Children are also encouraged to celebrate each other's achievements. For example, before children go to their classrooms in the morning, everyone sits down to look at and applaud the special Christmas hats made and modelled by some of the older children.

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

The provider and staff work together to ensure morning and afternoon sessions are fun and relaxed. Children's choices and preferences are key influences on the planning and selection of appropriate toys, resources and activities. The provider has identified that the prime areas of learning should be the main focus for the out of school club's educational programme. Overall children's learning and development is satisfactorily promoted in these areas with children achieving especially well in their personal, social and emotional development. However, the out of school club does not complement children's learning in school as well as it could do. In part this is because information sharing with the school and parents about children's learning is not well-established. In addition, some staff are not fully aware of children's abilities and do not always focus their interactions and support on consolidating and improving each child's knowledge and/or skills during play based activities. Overall the provider has satisfactory arrangements for staff development and training. Staff are set goals at annual appraisals and the provider has given them some guidance and coaching about the Early Years Foundation Stage learning and development requirements. However, staff supervision arrangements are not yet fully implemented, and monitoring of their performance is not as rigorous as it could be to ensure gaps in staff's knowledge and/or skills are promptly addressed. The provider has

recognised this in her development plan as a key area to improve. In addition to existing annual appraisals, she is introducing individual staff supervision meetings in order to more regularly review each member of staff's work, practice and progress in meeting individual goals.

The provider and staff ensure that children are kept safe, their good health is fostered and they are protected from harm. This includes promptly and appropriately responding to any concerns about a child's welfare. Sufficient records are kept so staff have required information about children and their families and to demonstrate how the provider has assessed the suitability, qualifications and experience of her staff. Adults carry out regular safety checks to ensure children are looked after in a safe and secure environment. Children are effectively supervised and encouraged to behave safely and sensibly as they play together, use tools and equipment and move around the building.

The provider has satisfactory procedures for monitoring and evaluating other aspects of the out of school club. She meets regularly with the school's headteacher and will be working more closely with the school's early years staff to discuss children's developmental needs. There are positive links with parents who highlight how much their children enjoy being at the club and their satisfaction with the quality of activities. When a child starts, parents are given relevant information about how the club operates and are encouraged to tell staff about their child's background, interests and needs. However, information sharing with parents about the club's role and about their child tends to focus more on children's well-being rather than their learning and how well each child is progressing.

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
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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.
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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.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations
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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	EY422171
Local authority	Birmingham
Inspection number	875728
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	52
Name of provider	Kerry Lorna Hastings
Date of previous inspection	06/09/2011
Telephone number	01214642364

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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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