

Active Hearts Out of School Club

Sacred Heart RC Primary School, Red Lane, COLNE, Lancashire, BB8 7JR

Inspection date	13/12/2012
Previous inspection date	03/06/2009

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

- Staff promote a nurturing environment. All children behave well and older children are kind and supportive to younger children.
- Children have frequent opportunities to be creative. They become absorbed in art and craft activities because staff offer sensitive support to help them to stay focussed.
- The atmosphere is inclusive because staff effectively meet the needs of all children. Activities are adapted to help children with additional needs to be as independent as possible.

It is not yet good because

- Induction procedures for new staff are not as robust as they could be. This means that new staff are not fully aware of key policies and procedures or who to go to if they need support.
- The observations staff make of children's progress are not frequent enough to enable them to plan for individual children. This means that opportunities to offer targeted support are missed.
- Although staff are reflective, they do not formally evaluate their strengths and weaknesses. They do not have a plan in place to help them strive for improvement.
- Some staff are not able to explain fully how they could promote children's understanding of different cultures.

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 children and staff engaged in activities.
- The inspector met with the deputy manager and spoke with staff.
- The inspector spoke to children and parents.
- The inspector examined a range of records kept and a sample of policies and procedures.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Active Hearts Out of School Club was registered in 2008. The setting is situated within Sacred Heart School and provides before and after school care for children who attend the school. Children have access to an out of school room and a quiet room within the school. All children share access to enclosed outdoor play areas. The before school club opens from 8.00am to 8.45am and the after school club operates from 3.15pm to 5.45pm daily, during term time.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll, of whom four are within the early years age range, and children attend for a variety of sessions. The setting employs three members of staff; all hold an appropriate childcare qualification. The setting supports children who have English as an additional language and children with additional needs.

What the setting needs to do to improve further

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

- ensure staff understand the settings policies and procedures and the roles and responsibilities of all staff by providing induction training and regular appraisals.

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

- analyse the information gained through observation and assessment to identify children's next steps in learning and demonstrate how these are incorporated into planning
- devise and implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development
- develop the understanding of staff so that they can effectively promote children's understanding of different cultures.

Inspection judgements

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

Children are able to access a variety of resources and activities that support their development across the seven areas of learning. They have lots of opportunities to be creative, for example, they make snowflakes for a winter display, folding paper and cutting out shapes, then adding glitter. Staff support younger children as they try to use scissors and praise the efforts they make, this helps children stay focussed and absorbed in the activity. Children say that they enjoy all the activities on offer, they especially enjoy art and craft and also playing Bingo. Staff use photographs as a method of recording what children are able to do. However, they do not use these to plan activities to meet the learning needs of individual children, and so opportunities for extending and enhancing children's learning are sometimes missed.

Children with additional needs are supported as staff effectively adapt activities in a subtle way so all children are included. For example, activities that offer sensory opportunities are provided so children whose hearing or sight is impaired can join in. Children who speak English as an additional language are supported in the acquisition of English. For example, the song 'Happy Birthday' is sung in Polish. Staff are knowledgeable in most areas of learning and so are able to support children. However, not all staff are able to explain how they promote an understanding of different cultures. Relationships between staff and parents are friendly, day-to-day information is shared verbally and newsletters inform parents of activities and forthcoming events.

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

Staff have good relationships with children, they are able to meet children's diverse needs because they know them well. Staff and children are playful, they exchange jokes with good humour. The warm and family-style atmosphere ensures children are relaxed and cooperative. Behaviour is very good, older children are caring towards younger children, for example, an older boy reads stories to younger children in the book corner. Staff praise children, they award a 'Star of the Week' and also reward them with stickers. Two members of staff also work in the primary school, this means reliable information about each child's school day is passed on to parents verbally.

Children are kept safe because staff have first aid and food safety training and are aware of individual children's dietary needs. Daily risk assessments are completed and safeguarding procedures are understood by all staff. Individual care routines allow children a degree of independence and choice, which promotes their self-esteem. Children are encouraged to wash their hands before eating and healthy snacks and fresh fruit are provided. Children have opportunities to be physical, for example, they dance in the hall and play outside with a parachute.

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

Activities are planned around seasonal themes and also as a result of children's requests. Children write on post it notes and add them to a 'What we would like to do' wall. However, staff do not use their observations of children to plan for children individually, or to formally evaluate their learning. Parents are happy with the service provided and comment that staff are approachable and supportive, they get regular newsletters and opportunities to chat to staff each evening.

Staff discuss any plans or concerns they have on a daily basis and opportunities for staff meetings are taken when time allows. However, there are currently no systems in place to evaluate the service that includes the views of children and parents. This means that the leadership does not have a clear plan for development that acknowledges the settings strengths and weaknesses. The induction process for newer staff is basic and so not all

staff are aware of the key people who are responsible for ensuring specific procedures are followed. The performance of staff is not managed effectively to ensure targets for improvement or training opportunities are identified.

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	EY385303
Local authority	Lancashire
Inspection number	821668
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	24
Number of children on roll	60
Name of provider	Active Hearts
Date of previous inspection	03/06/2009
Telephone number	01282 864 362

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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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