

# St. Mary's Out of School Club

St. Mary's Catholic Primary School, Woodside Way, Kings Heath, Northampton, Northamptonshire, NN5 7HX

## Inspection date

17/10/2012

Previous inspection date

24/07/2009

## 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 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 are offered a suitable range of activities, inside and outdoors, that are appropriate for the age range of children attending the setting.
- Staff are warm, friendly and caring. They are effective role models, demonstrating keen interest and appropriate support for the children in their care.
- Children's personal, social and emotional development is prioritised. They are supported to make choices and voice their opinions. Behaviour is good. Staff have clear expectations of acceptable behaviour and adopt strategies that reflect their understanding of individual children.
- Children's physical development and their understanding of healthy lifestyles are supported well through a range of play opportunities, both indoors and outside, and very good attention to healthy eating and lifestyles.

### It is not yet good because

- Observations of children are not used to identify what they know and can do, so that staff can support them to achieve the next steps in their learning and development.
- Partnerships with parents and other providers do not support a regular exchange of information about children's progress and development.
- Systems for monitoring and evaluating the quality and standards of teaching, learning and development in the setting are not well established.

## 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 and outside.
- The inspector spoke with the setting's manager and staff at appropriate times.
- The inspector looked at a range of documents, including photographic evidence, policies and completed records.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Maggi Hunt

## Full Report

### Information about the setting

St Mary's Out of School Club was registered in 2004 and is run by a private provider. It operates from rooms in St. Mary's Catholic Primary School in Kings Heath, Northampton. It also uses the school playing field. The club serves the local area. It is open five days a week during school term times. Sessions run from 7.30am until 8.45am and from 3.15pm until 6pm. The setting is also registered to provide care in the school holidays. Currently, there are 38 children, aged from four to 11 years, on roll. Children attend for a variety of

sessions.

There are four members of staff, including the owner/manager and two other members of staff, who are suitably qualified. The club supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 learning experiences using observations of children's learning and development to identify their next steps for learning and to support effective teaching
- enable a regular two-way flow of information with parents and carers, and between providers, if a child is attending more than one setting by: identifying and sharing 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:**

- develop systems for monitoring and evaluating quality and standards to ensure that children's learning and development is appropriately supported.

### **Inspection judgements**

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

The setting provides a range of activities that are suitable for younger children and are also sufficiently interesting and varied for the older children who attend. Overall, children initiate and organise their own play very effectively, but staff also provide adult-led activities, such as a bug hunt in the school grounds or making displays for autumn. Every day, children choose their own snack from an extremely wide variety of options, including hot dogs, sandwiches, wraps and pasta and then prepare it themselves, under adult supervision.

Staff play alongside children, for example at table-top games, where they join in enthusiastically and offer encouragement. If children are struggling with an activity, they offer enough direction to encourage them to persevere. They also offer practical support;

for example, when two children were making cards for their teacher, the manager provided some additional, recently acquired resources. Children enjoy engaging adults in their play. For example, when a child, in role play, announced that she was going on holiday, her key person responded by saying, 'You will need a case then. Let's see if we can find one'. However, no further support was offered to encourage the child to explore possibilities and predict outcomes to further develop thinking, curiosity and use of language.

Children are provided with a suitable variety of activities across the seven areas of learning. They have opportunities to engage in role play in the home corner, and they dress up and play imaginatively with small world toys, such as vehicles. Children access a number of resources that require concentration and support problem-solving, including construction toys and board games. During the inspection, children of all ages enjoyed playing for extended periods with small beads, creating pictures to support their understanding of pattern and design, and in addition, their skills in manipulating tiny objects. However, although staff supporting the activity offered suitable praise, they did not discuss or make comments about the pattern making, or challenge children to consider options and alternatives by asking questions. Children often join in the games developed by older children, for example a princess game. These provide valuable learning opportunities. They explore and play with media and materials when painting and modelling, and this supports their understanding of the world. They also learn to use the CD player and computer, supported by the older children.

Staff have a good understanding of the younger children's personal, social and emotional development and how to promote it, but they are not yet secure about other aspects of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They do not make appropriate use of observations of children to identify what they know and can do or use them to support children in achieving the next steps in their learning. As a result, teaching does not always challenge children's thinking, and therefore, their learning is not always maximised. Relationships with parents are warm and friendly and involve verbal exchanges when children are collected from the setting, these focus on practical arrangements. A communication book is used to exchange information between parents, other providers and the setting but the focus is on information about children's general well-being. Staff do not exchange information with other providers, or with parents, about children's learning and development. Consequently, activities offered by the setting do not complement learning in other settings, and this impacts on the setting's ability to fully support, challenge and extend children's thinking and learning.

### **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. The key person system supports them in making secure attachments and, if new children are experiencing difficulties settling in either the setting or school, the key person skilfully supports them through the transition. On these occasions, partnerships with other early

years providers are effective in supporting the child's emotional development. Staff also provide good support for the social and emotional well-being of children with special educational needs and/or disabilities and those who speak English as an additional language. For example, they liaise with other providers and parents about the most effective ways to support children with emotional and behavioural difficulties. However, the key person system is not used effectively to support other aspects of children's development. Staff do not have a full understanding of what children know and can do and therefore do not always support and extend their learning appropriately.

All children in the setting are supported to develop their independence and confidence. Staff consult with them about what they like or want changed in the setting and respect their views, suggestions and opinions. For example, they have requested a 'Film Night' with popcorn and a suitable film. They have asked for hot chocolate as the colder weather approaches, which staff will now offer. Even the youngest children contribute to this decision making and record their views, assisted by a scribe. Older children not only play alongside younger ones, who do not feel intimidated or overwhelmed, but often offer them assistance. For example, when a young child commented that her bead pattern was taking a long time to complete, the older child asked, 'Do you want me to help you?'

Behaviour is good. Staff have clear boundaries for acceptable behaviour but are prepared to adapt their strategies to take account of children's differences. Children cooperate well with each other and will often resolve issues themselves through negotiation. The children develop appropriate self-care skills. They are aware of routines, for example, at snack time they wash their hands, prepare and eat snack and then wash up their plates and cups. There is a good focus on physical activities through play. Children can use the playing field for role play or more organised games. They also use the school equipment, such as the 'Fitness Trail' for climbing, jumping and balancing and are developing good skills.

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

The leadership and management of the setting are effective in ensuring that the welfare and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage are fully understood and met by all staff. Appropriate systems for ensuring children's safety, through routines, policies, records and risk assessment are in place. This was confirmed by the completion of a self-evaluation document provided by the local authority. However, the setting's self-evaluation does not include a reflection on the requirements to support children's learning and development. The monitoring of this aspect of the provision is less secure and this impacts on the overall quality and standards of teaching and interactions with children. Although the manager accurately identifies the key strengths and some aspects of the setting that require further development, there is not a clear plan of action for improvement.

The manager shows good commitment to staff professional development. Both she and her deputy have accessed training on safeguarding and safe recruitment. She has also

received training on the use of the Common Assessment Framework (CAF). As a result, safeguarding in the setting is strong. Two members of staff are fully trained in paediatric first aid and all policies and records are in place to confidently support children's medical and health needs. The setting is also part of an Out of School Club forum that supports the exchange of ideas and also encourages staff in settings to visit each other when considering an area for further development. The manager is developing systems for monitoring and supporting staff through supervision and appraisal and is confident this will have a positive impact on the quality of the provision.

The setting has positive relationships with parents. Parents are pleased with the service offered and feel that their children enjoy attending the setting. One parent commented that, when she informed her children that she was considering alternative childcare arrangements for practical reasons, they were adamant that they wanted to remain at the setting because they enjoyed it so much. Relationships with other early years settings children attend are effective in supporting children's well-being but do not yet fully support continuity in progressing 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
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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.
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

<b>Unique reference number</b>	EY293746
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	820111
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Karen Wilson
<b>Date of previous inspection</b>	24/07/2009
<b>Telephone number</b>	07891 919853

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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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