

Hollybrook Schools Out @ St Paul's

St. Pauls C of E School, Railway Road, Adlington, CHORLEY, Lancashire, PR6 9QZ

Inspection date	06/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	4 Not Applicable
How well the early years provision meets the needs of the range of children who attend		4
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		4

The quality and standards of the early years provision

This provision is inadequate

- Staff have been recruited by word of mouth and so have not been interviewed and written references have not been sought. There has been no induction and no ongoing monitoring of performance. This means that their knowledge and understanding of the revised Early Years Foundation Stage has not been adequately checked and training and development needs have not been identified.
- Observations and assessments are inconsistent and so staff do not have a robust knowledge of each child's stage of development. This means that they are not effective in building on children's progress.
- Information sharing, between the club and parents and the club and teachers is not yet fully embedded to effectively support children's learning.
- Resources to promote learning outdoors and the exploration of technology are limited.

It has the following strengths

- Relationships between children and staff are warm and friendly.
- Children enjoy preparing their own healthy and nutritious snacks.
- Staff support children's learning by asking open-ended questions.

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 examined a range of organisational documents and children's learning records.
- The inspector spoke to children and parents.
- The inspector spoke individually to staff and met with the manager, who is also the registered person.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Hollybrook Schools Out @ St Pauls was registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register in 2012. It operates from the nursery building on the site of St Pauls C of E School in Adlington, Chorley. The club is one of two settings owned and managed by Hollybrook Children's Nursery Limited. The club serves the children, who attend the school and another local school. Children are cared for in three rooms. There is an enclosed area available for outdoor play. Children also have

use of the school playground and field.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and from 3.15pm to 6pm. There are 27 children on roll, of whom five are in the early years age range. Children attend for a variety of sessions. The club employs four members of childcare staff. Of these, two hold early years qualifications at level 3. The club 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:

- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking account of their starting points, age and stage of development and use this information to identify the next steps in their learning
- ensure high quality learning experiences for all children by identifying and addressing the training and development needs of all staff
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- ensure all staff working with children are subject to a rigorous recruitment procedure, including gaining suitable references
- improve information sharing with the schools children attend to effectively complement their learning.

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

- provide a diverse range of resources to enable children to explore the outdoors in an imaginative way, for example, den-making resources
- provide more opportunities for children to access technological toys and resources.

Inspection judgements

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

While there are a range of resources to support most areas of learning, the lack of space for specific out-of-school club equipment means that some areas of learning are weaker than others. Physical activity is restricted to ball play and there is limited access to

technological resources; as a result, children sometimes develop imaginative, but boisterous games to expend their natural energy. Activities on offer are child-led, for example, during breakfast club, a child asks if they can bake cakes later and so staff ensure the ingredients are available. Although, children engage in enjoyable activities, staff do not effectively plan to support and extend children's learning. Observations and assessments are inconsistent and so staff do not have a robust knowledge of each child's stage of development. This means that they are not effective in building on children's progress and interests.

Staff guide children's learning by asking open-ended questions. For example, they ask 'what do you think we do next?' when baking 'refrigerator cake'. They also ask children to recap on what they have done so far to consolidate learning and demonstrate how to complete tasks. This helps children to think tasks through and supports their developing communication skills. Parents speak highly of the setting, they say their children enjoy being at the club and that they like the relaxed atmosphere. They comment that staff listen to children and try hard to accommodate their requests. Day-to-day information is exchanged verbally and recently 'All about me' sheets have been sent home to gather information about children's likes and dislikes. This is to allow parents to share information that will help staff to get to know children and enable them to share what they know about their child's development.

The out of school club is beginning to develop links with both of the schools they collect children from. They do this through verbal communication with teaching staff when they pick children up. However, these links are not yet sufficiently developed to allow staff to share what they know about individual children's learning and development. As a result, opportunities to build on what children are learning or to develop their ideas further are missed.

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

Children learn about keeping themselves safe when playing indoors and outside, for example, clearing up spills when cooking. Staff and children have warm relationships. Staff listen to and talk with children informally and know their likes and dislikes. Children have direct access to an outdoor area and boys enjoy playing football on a daily basis. However, the lack of imaginative resources for the outdoors means that only children who enjoy ball games choose to venture outside. Consequently, opportunities to promote physical activity for all children are missed. At the request of children, snack time has recently become self-service. Children can choose from a range of healthy and nutritious food and drinks. They enjoy making their own sandwiches and wraps and help themselves to fresh fruit. As a result, children are becoming independent and establishing healthy eating habits.

The environment is welcoming and there are a range of resources available, which the out of school club shares with another provider. Children can independently access resources and there are smaller defined areas for making dens and building with construction toys. This allows children to devise their own games and play cooperatively together. Children

behave appropriately because staff encourage them to share and to be kind to one another. Staff plan activities to celebrate cultural festivals. For example, children can choose to make lucky money envelopes for Chinese New Year and taste a Chinese banquet. This helps children to appreciate diversity and respect cultures different from their own.

Staff ask teaching staff how children have been during the day and pass this information onto parents. For example, out of school staff know when children have been given 'house points' in school and praise them for their achievements. This helps to ease children's transition from school to club.

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

As a newly-registered setting, the manager recognises that some of the organisational structure required within the revised Early Years Foundation Stage, is not yet in place. The manager has focussed her energies on ensuring that the children are settled and enjoying themselves and as a result, has not sufficiently focussed on her staff team. Most staff have been recruited based on word of mouth recommendation or were previously known to the manager. No formal interviews took place and all references were verbal, no induction procedures are in place and staff practice is not regularly monitored. As a result, not all staff have a clear understanding of the policies and procedures in place or the learning and development requirements. This is also a breach of the Childcare Register requirements.

Children are safe because staff have first aid and food safety training, accidents and incidents are recorded and daily risk assessments are completed. Staff have a sufficient awareness of how to safeguard children as have done training elsewhere. There is a flow chart on the cupboard with telephone numbers to contact, should any concerns arise about any of the children. Parents are very happy with the setting and the welfare information that they are given. There is a developing partnership with the school, for example, the playground is to have a fence erected around it at half-term as the wall is very low and children can easily climb over. Staff pass messages between school and parents but miss opportunities to share learning and development to ensure that the club complements learning in school.

The manager knows how she wants the setting to develop. This includes securing a room specifically for the after school use, developing a wider variety of resources for the outdoors and low-level worktops, so that children can more easily make their own breakfast and snacks. She also knows that the observation and assessment of children's learning needs are to be further developed and monitored and that more information about what children are learning needs to be provided to parents. However, she is less aware of the need to develop the knowledge and skills of all staff to help them to understand all aspects of the revised Early Years Foundation Stage, so that they can support children's development more effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person caring for, or in regular contact with, children is of integrity and good character and has skills and experience suitable for the work. (Suitability of persons to care for, or be in regular contact with, children)(compulsory part of the Childcare Register)
- ensure that any person caring for, or in regular contact with, children is of integrity and good character and has skills and experience suitable for the work. (Suitability of persons to care for, or be in regular contact with, children)(voluntary part of the Childcare Register)

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	EY449558
Local authority	Lancashire
Inspection number	880917
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	27
Name of provider	Susan Diane Jolly
Date of previous inspection	Not applicable
Telephone number	01257 480 276

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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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