

Holy Innocents Out of School Club

Holy Innocents Catholic Primary School, Mitchell Road, Orpington, Kent, BR6 9JT

Inspection date	14/03/2013
Previous inspection date	03/11/2011

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

- Staff find out about children's interests to provide enjoyable activities for them.
- Staff work together as team. They meet daily to share information, plan activities and discuss their roles and responsibilities, so the club is ready for the children's arrival.
- Staff provide comfortable areas for children who choose to be quiet or have a rest.

It is not yet good because

- Leadership and management systems are not fully in place. As a result, some requirements relating to record keeping, supporting children's health and the management's understanding of induction requirements are not met.
- Staff do not routinely provide outdoor activities, which means children miss opportunities for physical development and fresh air.
- Good procedures to share information daily between the parents, school and out of school club are only in place for children with special educational needs and/or disabilities. This means not all children's individual needs are always met well.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a meeting with the manager.
- The inspector observed activities in the play areas and had discussions with staff.
- The inspector carried out a joint observation with the manager.
- The inspector had discussions with parents who were available.
- The inspector viewed a sample of children's progress records.

Inspector

Sarah Moore

Full Report

Information about the setting

Holy Innocents Out of School Club has been registered since 2003, previously operating from different premises. It is privately owned and located in Holy Innocents School in Orpington, Kent. It currently occupies two rooms within the school and has use of an enclosed outdoor area. The scheme operates a breakfast and after-school club. It is open from 7.30am to 9am and 3pm to 6pm each week day, during term time only. There are currently 60 children on roll aged between four and 11 years old. These children attend Holy Innocents Primary School. Of these, four are in the early years age group. The scheme supports children with special educational needs and/or disabilities. A team of five staff work with the children, including the owner, with a minimum of three staff at each session. One member of the staff holds a National Vocational Qualification (NVQ) at level 3 in childcare and the other holds an NVQ at level 3 in playwork. One member of staff is a level 3 teaching assistant and three members of staff are training towards NVQ at level 3 in playwork. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure all children are able to independently access fresh drinking water at all times to support their health needs
- make full use of the outdoor space available to support all children's physical development needs, by enabling them to be active, use stored energy and have fresh air
- introduce a system to share information between all those concerned with the children in order to meet their individual needs effectively
- ensure required records are available for review by those who have a professional right to see them
- develop understanding of the requirements for staff induction training; in order to support any new staff employed in the future to understand their roles and responsibilities.

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

- provide opportunities for staff to extend their knowledge of how to support the personal, social and emotional needs of children; for example, by encouraging children to be independent during snack times and by reassuring children effectively when they have concerns.

Inspection judgements

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

Staff provide a suitable range of activities for children to choose and explore, which reflect their interests. There is a home corner and army-style tent to encourage children to use their imaginations. Children have fun taking part in table-top games and using the computer with their friends. They use their large physical skills to be creative and dance to music. Children enjoy activities and use good concentration skills to finish their chosen work. They make Easter bunny pictures using glitter glue and colouring pens, practising some of the skills they gain in school, chatting about what they do and show their sense of achievement by saying 'I am making this picture for my mum'.

Staff provide support, conversation and company for the children during activities. Children feel confident in the club and share with staff their experiences and concerns.

Staff listen and respond to children but do not always identify when children need reassurance, missing some opportunities to support their emotional needs effectively. Staff observe children to identify their current stage of development and to help them make progress. Staff support children to use their time at the club to complete their school projects. As a result they make acceptable progress in their learning.

Satisfactory procedures are in place to share information with parents. When children first join the club parents record their child's likes, dislikes, health and dietary requirements. Parents are happy with the care the club provides and feel informed about their child's learning. Staff provide 'contact books' and share information effectively between the school, parents and the club for children who have additional learning needs. This useful system is not in place for all children, so missing opportunities to support every child's individual needs well.

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

Staff display warm smiles and develop good relationships with children to make them feel welcome in the club. Children show they feel secure by confidently coming in and moving between activities. They know where resources are kept and independently gather new equipment from storage units to enhance their play experiences. Children approach staff to show them their new belongings when they arrive and staff ask thoughtful questions to show children they care.

Sufficient procedures are in place to help staff keep children healthy and safe. The premises are secure and staff greet all parents and visitors as they arrive. Staff collect younger children from school and supervise their transfer to the after school club. Staff provide children with a healthy snack and drink. Most children bring to the club their own water bottle, although children, who do not have one, have to wait until snack time to have a drink. This is because staff do not provide children with free access to drinking water, which does not support their individual health needs and is a breach of a specific legal requirement. Children enjoy their snacks but staff miss chances to promote children's independence further at this time. They do not insist children manage their hand hygiene themselves before eating or encourage them to help with food, such as by buttering their crumpets. Staff encourage children to take rests and have quiet times by providing comfortable and spacious areas to relax. Children have access to a large outdoor area to use their large physical skills and gain fresh air. Staff do not routinely use this area, however. This means that, although they have other opportunities for exercise during their day in school, they do not gain good attitudes to using outdoors for physical exercise and being healthy as part of their after school activities,

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

The leadership and management have sufficient knowledge of the learning, development, safeguarding and welfare requirements of the Early Years Foundation Stage. Children are

assigned a carer, who is their key-person in the club. The key-person speaks to parents about their child's individual needs and checks children's progress to plan activities to support their development. The club keeps thorough registers and required records about children. Suitable procedures are in place to check that children are safe if they do not attend. The manager has satisfactory systems in place to check staff suitability when they join the club. She is unaware of the need for induction training for new staff, although no new staff have started since the requirement was introduced. Some records are not readily available for review, as required.

A suitable staff appraisal system is in place with opportunities for staff to meet regularly to discuss their performance and training needs. Most staff members are actively training towards a relevant qualification to update their knowledge and support their professional development. All staff attend first aid training to help them support children's health.

The club has acceptable systems in place to work together with parents. Staff welcome parents into the club when they collect their children. Parents show they feel comfortable by having discussions with staff and sharing information about their day. The club also works together with the school to which all children go, although systems to share the daily individual needs of children between parents, the school and the club could be developed further.

The manager works in partnership with the local authority. The early years advisor supports the manager to identify areas for improvement and sets targets for them to meet. This supports the manager's own process of self-evaluation, which continues to develop.

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 action. 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	EY262440
Local authority	Bromley
Inspection number	814569
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	60
Name of provider	Paula Ivy Margaret King
Date of previous inspection	03/11/2011
Telephone number	07980 198 018

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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, which are usually the childminder's 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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