

Holy Infants Out of School Club

Holy Infant RC Primary School, Mitre Street, BOLTON, BL1 6QJ

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- Children benefit from a good range of child-led activities and experiences. Consequently, they make meaningful choices about what they play with and are well supported by staff who develop and extend their play to promote individual learning.
- Children enjoy their time at the setting. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development. Consequently, children are learning the importance of socially acceptable behaviour and build positive relationships with the staff and their peers.
- A good range of freshly prepared healthy and nutritious snacks are provided. This helps children make healthy choices about what they eat and raises children's awareness of the importance of a healthy lifestyle.
- Leadership and management is strong; effective systems inform the settings priorities for improvement and are used to set challenging targets.

It is not yet outstanding because

- Opportunities to enhance and extend children's learning outdoors are not fully utilised.
- Opportunities for the reception class teacher to share more detailed information about what children already know and targets for their future learning are not fully utilised.

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 observed activities in the school hall.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full Report

Information about the setting

Holy Infants Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of several childcare provisions owned by St Bede Services Ltd. It operates from the school hall and designated rooms within Holy Infants RC Primary School. Children access a secure enclosed outdoor play area. The setting is situated in the residential area of Bolton and is accessed by children who attend Holy Infants Primary School. The setting employs two members of childcare staff. Both hold appropriate early years qualifications, the manager holds a qualification at level 6 and the other member of staff holds a qualification at level 3. The area manager of the company has Early Years Professional Status. The setting receives support from the local authority. The setting is open Monday to Friday from 7.30am to 8.50am and from 3.30pm to 6pm during term time and 8am to 6pm during the school holidays. Children attend for a variety of sessions. There are currently two children attending who are within the early years age group.

What the setting needs to do to improve further

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

- extend partnership working even more by further encouraging teachers to share more detailed information about what children already know and identified targets for their future learning so that plans for children's future learning fully compliment their learning in school
- develop further opportunities for children to play and extend their learning in the outdoor play environment.

Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a wide range of interesting and challenging experiences across the seven areas of learning. The good range of play materials, activities and experiences stimulates children's independent learning. Consequently, children become fully absorbed in activities of their choice. For example, they negotiate with their peers who will take individual roles as they dress-up and play with imagination as they act out family life. Children are active, inquisitive learners. They

enthusiastically explore a well-presented learning environment and are clearly delighted when they find books and play materials that contain their favourite characters.

The quality of teaching to support children's individual learning is good. Staff know children well given the limited time children attend the setting and skilfully build on their interests. The 'child's voice' is included on individual plans and clearly informs subsequent learning. For example, after identifying a child's interest in a particular character and story, the child's key person skilfully weaves this through every area of learning. Consequently, children become fully absorbed in activities that interest them and challenge their learning. For example, they use the computer mouse with increasing skill to select programmes that contain their favourite character. Similarly, children have opportunities to practise and refine their number skills and mathematical concepts as they play computer games which encourage them to match, sort and count. Children's learning is further enhanced by planned activities, such as baking which again stem from the children's interests. Staff routinely consider children's individual capabilities and spontaneously adapt activities accordingly, for example, ensuring children who need additional support play within a smaller group and have additional time. Such good practice ensures all children feel a sense of achievement.

Staff complete regular observations and use the 'Development Matters in the Early Years Foundation Stage' guidance to establish the next steps in children's learning based on what they already know and can do. They quickly identify areas where children need additional support, for example, to manage their behaviour or to understand the needs of others. Individual 'learning journeys' are completed and provide evidence of children's progression through written observations and photographs. Staff monitor children's progress in all areas of learning and the broad range of activities and experiences naturally compliments children's learning in school. However, systems to help further enhance assessment and to provide a broader view of children's attainment within school are not fully developed. Consequently, staff are not always able to tailor activities to fully support children's learning within school. Staff encourage children to be enthusiastic learners, which helps prepare them for the next stage in their learning as they progress through school. Parents are encouraged to continue their children's learning at home and staff ask parents if there is any support that they think their children would benefit from, in order that they continue to make good progress.

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

Good relationships with their key person and the small staff team help children form secure attachments that provide a strong foundation for their well-being and help prepare children emotionally as they move between school and the setting. The caring and supportive environment helps children feel valued, safe and secure. Children talk openly with staff as they play out events and experiences, both within the setting and during their time at home and school. Staff are sensitive to children's individual needs and work closely with parents and school staff to ensure individual care needs are well met. Consequently, children settle quickly and demonstrate a strong sense of belonging when they arrive at the setting.

Planned activities and explanations from staff help children develop an understanding of the importance of physical exercise and a healthy diet. For example, children make their own menus on the computer, which prompt lots of meaningful discussion about foods that are healthy. Children are then encouraged to select the healthy options they would like for the out of school menu. Children thoroughly enjoy a substantial dinner and opportunities for children to serve themselves and make their own wraps helps promote children's independence and self-help skills. Children enjoy regular opportunities to be physically active in the large hall, for example, through dance and group games. Children have some opportunities to access a well-presented, stimulating, outdoor learning environment and this provides excellent opportunities for children to explore and investigate outdoors. However, in comparison, the play space that is continuously available, does not fully promote children's learning outdoors even though it does provide opportunities for children to play in the fresh air. Children who wish to relax in comfort for a short time after their day at school have excellent opportunities to do so, for example, relaxing on a large duvet while reading books or watching a film of their choice.

Children are learning how to keep themselves safe because staff provide meaningful explanations to raise children's awareness, for example, of how to walk safely when wearing dressing up clothes and shoes. Displays which reflect positive images of race and culture are evident. This, alongside positive explanations and activities which further raise children's awareness of their own and the cultures and beliefs of others, helps children learn to respect and value differences. Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Good behaviour is routinely praised and unwanted behaviour is discreetly and quickly addressed to help prevent any escalation, for example, as children are reminded of the importance of 'kind hands'. Consequently, children are learning the importance of taking turns and sharing resources and that some things belong to them and some things belong to others. Children's personal, social and emotional development is particularly well fostered, this promotes children's confidence and self-esteem and helps children acquire the attitude and dispositions they need to be ready for the next stage in their learning as they progress through school.

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

The manager works directly with the children alongside an additional member of staff and together they effectively meet the group and individual needs of the children. The small and close working relationship means staff are continuously monitored which ensures consistency in children's care. Staff benefit from working alongside an experienced highly qualified manager, who successfully models good practice to help staff develop their own professional practice. There is a good overview of the educational programme, which effectively promotes children's learning in most areas. Consequently, children benefit from a broad range of activities and experiences which help them continue to make progress towards the early learning goals. Partnership working ensures staff fully support children's personal, social and emotional development. However, systems for sharing details of other identified learning priorities within school are not as well developed.

The manager is very well supported by the management structure within the company. Clear systems are in place and effectively implemented to ensure the safeguarding and welfare requirements for the Early Years Foundation Stage are fully met. All records are well maintained, policies and procedures are routinely reviewed and clear induction processes ensure they are well known by all staff. Capacity to improve is strong because secure systems are in place to monitor the effectiveness of all aspects of the provision. Managers within the company meet regularly with the area manager to discuss and share best practice. Within the setting, the small staff team routinely reflect on daily practices and review activities and practical arrangements. Staff appraisals are completed and successfully identify future training needs. The open and secure atmosphere within the club encourages informal feedback from children who confidently express their own views and opinions, which help inform subsequent activities.

Arrangements for safeguarding are strong and are well embedded within the setting, rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Thorough risk assessments ensure children's safety within the setting. Regular training and clear policies ensure staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are happy with the care their children receive. Children themselves confirm they enjoy coming to the 'out of school club' and many complain when parents arrive early to collect them. Staff are fully aware of the importance of working with external agencies to ensure children receive the support they need.

The Childcare Register

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| 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

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|------------------------------------|--------------------------|
| Unique reference number | EY452156 |
| Local authority | Bolton |
| Inspection number | 885071 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 2 |
| Name of provider | St Bede Services Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 0120461899 |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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