

St Patricks Out of School Club

Marston Road, Stafford, Staffordshire, ST16 3BT

Inspection date	13/02/2013
Previous inspection date	05/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's fascination with scientific and creative activities is skilfully fostered through stimulating and visual projects, which are well planned throughout the year.
- Children use interactive technology equipment with confidence, enabling them to explore mathematical ideas and to set challenging programmes for keep-fit activities.
- Adults attend varied and relevant training to enhance their professional knowledge and skills. As a result, children receive good levels of support and make good progress.
- Adults demonstrate strong and positive leadership and management responsibilities, developing effective partnerships, which foster children's emotional well-being and security.

It is not yet outstanding because

- The organisation of the available space does not always meet the needs of all children.

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 nursery room.
- The inspector held meetings and discussions with the manager of the provision and additional members of staff and spoke with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

St. Patricks Out of School Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St. Patricks Catholic Primary School in Stafford and is owned by a voluntary management committee. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time. Sessions are from 7.30am until 8.45am and from 3.15pm until 6.30pm. Children attend for a variety of sessions. There are currently four children attending who are in 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:

- organise the available space, the range of activities and deployment of staff to meet the needs of all children by ensuring that the older children's behaviour does not affect the enjoyment of the early years children.

Inspection judgements

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

Adults provide a broad range of varied and enjoyable activities that generally stimulate children's interests and fascinate them. They demonstrate a secure understanding of how young children learn, which helps them to plan effectively across each area of learning. As a result, children develop their capabilities, skills and confidence. However, there are occasions when the enthusiasm of the older children limits the early years children's enjoyment of planned activities. Assessment information is clear and precise, helping adults to find out what children like and can do. Regular observations are conducted, in order to support children's individual progress and next steps in learning. This ensures that each child's development is closely monitored and any gaps in their progress are quickly identified and addressed. Consequently, children approach their next stage of learning with confidence.

Adults communicate well with children, listening carefully to their ideas and suggestions. This helps them to adapt activities and routines to meet children's changing needs and interests. For example, young children enjoy role play and dressing-up games and are

provided with a variety of costumes and imaginative play equipment to support this aspect of their play. They join in imaginative games with others as they re-create what they have learned in the classroom at school. Art and craft materials are readily accessible, enabling children to express their creativity and thinking, for example as they make their own snowy day pictures. Children confidently use familiar technology equipment, such as the interactive white board and counting frames, to practise their numeracy and computer skills.

Adults plan exciting events at intervals during the year that promote children's scientific and creative interests, developing their understanding of the world. Photographs displayed show children's engagement and thorough enjoyment in face painting and talent night competitions. Previous planning shows that children have had the chance to conduct experiments to explore temperature changes in the environment, and photographs show their awe and wonder as they observe biological specimens, as part of a science project. They use interesting tools and resources to create a wormery for the 'big juicy worms' and to look closely at other creatures and insects through the magnifiers.

Outdoor play is accessible most of the time, providing regular opportunities for children to be physically active. Children use this time to play team games and to practise their large and small movements. They gain good control over their balance and coordination through the introduction of circus-skills activities, adding fun and excitement to their play. Their interest in the world around them is further enhanced as they observe a hot air balloon passing by in the sky and enjoy snow play out in the dark. Children remain engaged and interested in their self-chosen and adult-guided activities, which support their learning and development very well.

Children gain a good understanding of wider world cultures, celebrating the traditions, festivals and lifestyles of other people and communities. They develop a sense of pride and respect, as they are encouraged to talk about and record stories of their diverse backgrounds and heritage.

Adults offer young children lots of reassurance and positive support, helping them to transfer from home to the setting and to school, with increasing levels of confidence. An effective key person system exists, ensuring that adults and parents work closely together to share information about each child's needs and progress. Parents are kept well informed about planned events and forthcoming activities, which helps them to be fully involved in their child's learning, both in the setting and at home. For example, a parent recently brought in some samples of preserved animals to participate in a planned biology project. This gave children the opportunity to talk about what they could see and to discover new and interesting things about the lives of sea creatures and what the skeleton of a pigeon looks like.

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

Adults know each child well, forming strong and trusting relationships with them. They encourage children to be confident and independent, which helps them to manage and organise their self-care and mealtime routines with ease. For example, children help to

organise the food and drink trolley when it is time to have a snack, showing familiarity with the routines of the day. They help themselves to nutritious food, such as fresh fruit, alongside plain biscuits. Fresh water is easily accessible for them to have a drink when they are thirsty, developing their health awareness. They understand and follow good hygiene routines, washing their hands before they eat and after visiting the toilet. They know that this keeps their hands clean and prevents germs from spreading. Children benefit from regular fresh air and exercise outdoors, promoting healthy lifestyles.

Children behave well most of the time because adults sensitively re-affirm what is expected of them. They give children time to think about and discuss their feelings, which helps them to resolve difficult situations in a positive and supportive environment. However, at times, when outdoor play is unavailable, staff do not organise the available space to meet the needs of all children, which leads to some unwanted behaviour from the older children. This affects the younger children because staff have to leave activities to deal with the unwanted behaviour, taking them away from engaging in the children's play. In addition, early years children are not learning good standards of behaviour because the older children do not present good role models.

Adults are vigilant about children's safety, ensuring that the premises are secure and well maintained. Children are closely supervised at all times, both indoors and outside. They understand the need for safe rules, so that they do not hurt themselves or others. Children have good access to a varied range of resources, which they can obtain from the storage cupboard.

Children transfer smoothly between the host school and the setting, because good arrangements exist for their safe and coordinated arrival and collection at the beginning and end of each day. This helps children to feel settled, safe and re-assured.

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

Adults demonstrate a secure understanding of the educational programmes. They plan effectively for children's learning, across the prime and specific areas, taking into account children's individual age and stage of development. This ensures that children enjoy a varied and interesting programme of activities, which supports their initial and continuing progress.

Safeguarding procedures are robust and are guided by well-informed policies, which adults know and understand. There is a clear management structure, which includes parent committee members, so that everyone is aware of their legal and professional roles and responsibilities. This ensures that recruitment and vetting procedures are secure and children are protected from harm and neglect.

Self-evaluation is undertaken by key people within the setting, taking into account the views of children, parents, carers and other advisory agencies. This helps the manager to reflect on what works well and to identify areas for improvement. For example, the staff

have undertaken a review of the planning system to create more varied opportunities for planned activities and events. This has been successfully implemented following the recommendation from the last inspection. Staff recognise that children's behaviour can sometimes be challenging and have introduced a new reward scheme to encourage them to maintain a positive and helpful approach within the setting and at home. This new approach is not yet sufficiently well established to ensure good standards of behaviour at all times.

Actions and recommendations from the previous inspection have been successfully addressed, leading to improved risk assessment procedures, which support children's safe care. Adults have introduced better planning methods to ensure that there is a balance of adult-led and freely-chosen activities, delivered through indoor and outside play. They observe and assess children's progress across each area of learning, which helps them to clearly identify each child's next steps. Adults attend regular training events, which help them to develop their professional knowledge and skills. For instance, they have recently benefitted from a Common Assessment Framework event, which has helped them to review and update their procedures for supporting children with special needs and/or disabilities. This ensures that all children are helped to develop and progress towards their next stage of learning.

Adults foster strong partnerships with parents, carers, the host setting and external agencies. They value the contribution of parents to the educational programmes and share regular information about planned events and activities so that they can continue to support their child's learning at home. Parents speak positively about the 'brilliant' provision. They are happy that their children enjoy their time at the setting and have 'lots of interesting things to do'. They feel confident that adults treat their children with kindness and consideration and keep them safe.

Adults work in close partnership with early years advisors to look at ways to develop and improve the provision further, with a particular emphasis on outdoor learning opportunities. They build positive relationships within the school environment, which has a beneficial impact on children's care and well-being.

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	EY283573
Local authority	Staffordshire
Inspection number	820002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	62
Name of provider	St Patrick's Club
Date of previous inspection	05/05/2009
Telephone number	01785 356685

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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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