

# St Johns Roman Catholic Primary School (After School Club and Nursery)

St. Johns RC Primary School, Chapel Lane, Burscough, ORMSKIRK, Lancashire, L40 7RA

<b>Inspection date</b>	16/04/2013
Previous inspection date	13/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have a very good knowledge of how children learn, and provide challenging, varied and imaginative activities. All children make good progress in their learning because of precise assessment and planning.
- Children are happy, confident and have a good level of independence for their age. This is due to good staff practice and a very well organised learning environment.
- Strong support from the management committee and enthusiasm of managers ensures that accurate assessment is made of the strengths and areas for development.
- Partnerships with parents are strong. This ensures detailed information is exchanged which makes a positive contribution to children's care, learning and development.

### It is not yet outstanding because

- Number resources are not used to best effect in the outdoor play area to fully support children's numeracy skills.
- There is room to increase opportunities for children to develop and extend their physical skills and risk taking through activities involving large scale equipment.

## **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, the reception classroom and the out-of-school rooms as well as the outdoor areas.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation system and a range of other records and documentation.  
The inspector spoke with two members of the management committee, the two managers, individual staff and interacted with children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Denise Sixsmith

## **Full Report**

### **Information about the setting**

St John's Roman Catholic Primary School (After School Club and Nursery) was registered in 2004. It is run by a voluntary management committee and operates from St John's Catholic Primary School in Burscough, Lancashire. Children have access to secure outdoor play areas. The out of school club opens from 7.45am to 8.45am and from 3.15pm to 5.30pm, term time only. The nursery opens from 9am to 3pm, term time only. The nursery serves the local area and is accessible to all children.

The club and nursery are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The management committee employ three members of staff. Of these, two hold appropriate early years qualifications at level 3. One staff is unqualified. The club and nursery receive support from the local authority.

### **What the setting needs to do to improve further**

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

- extend the opportunities for children to experience and handle numbers in the outdoor area, for example, moving numbers around, using numbers for a purpose and experiencing textured numbers
  
- increase opportunities for children to develop their physical skills through play with large scale equipment that can be used in different ways, for example, ladders, A-frames, tyres and barrels.

## **Inspection judgements**

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

Staff deliver an effective educational programme across both the prime and specific areas of learning. They use their good knowledge of children's abilities, with information from parents, to support and extend each child's learning. Parents note children's interests and

their achievements at home on information slips. Staff include this and information gained verbally into the planning of activities. Parents frequently meet with their key people to share children's learning journey folders. Staff readily share their assessments, along with children's identified next steps, with parents every term and during parent evenings. This ensures all children make good progress, towards the early learning goals, including those with special educational needs and/or disabilities. Effective, strong support is in place to close gaps in children's learning, for example, through clear observations, individual planning, and a good working relationship with parents. This positive interaction and skilful support provided by staff, ensure children progress comfortably within expected levels for their ages. Consequently, children are being well prepared for the next stage in their learning and development including school.

Staff have a very good understanding and knowledge of how children learn. They provide a good balance between activities chosen by the children and those led by adults. These are built on children's interests and promote their development across all areas of learning. For example, children love to spend time in the garden area where they have a bug hunt, count the number of bulbs they plant, water the daffodils and make mud puddles.

Children have many good opportunities to practise their early-writing skills both in and outdoors. They use chalks, crayons and pencils to write for a variety of purposes. For example, one child asks another child what she is writing and is told, 'I am making a check list for you and a menu for sausage pie'. Children record the types of mini-beasts they find in the outdoor area and use their name cards to assist them in writing their names on their paintings. They show a keen interest in problem-solving and counting. Children count how many children are attending and how many are having a hot lunch. While the indoor areas are well resourced to support and extend children's mathematical skills through number charts, numbered teddies and books with numbers. There is less opportunity for children to see and handle numbers in the outside area. As a result children's numeracy skills are less well supported in the outdoor area.

Staff use effective questioning techniques to extend children's learning and thinking skills very well. For example, staff ask children which mini-beasts they think will be under the logs today. The children readily suggest wiggly worms, ants, slugs and millipedes. They eagerly group around the log with their magnifying glasses and bug inspection pots to observe and describe the bugs they find. Children learn how things work as they use the pointer on the smart board, programmable toys and take photographs of the mini-beasts they find. They learn about diversity and difference as they explore festivals and special events from around the world. For example, they have an 'India culture' day which includes mendhi patterns being painted on their hands, the creation of Indian elephants and the making of an India book which incorporates their views and writing.

Children are keen to communicate and join in conversations confidently, sharing their ideas and being 'good listeners' at circle times. During phonic games time they state their preference of musical instrument and whether they will beat or shake it and make soft or loud sounds with it. They beat out the rhythm of their name on the drum deciding how many beats there are and choose to do it either fast or slow. Children thoroughly enjoy

looking at books, listening to stories and singing. They listen attentively to the Hungry Caterpillar story and join in the caterpillar song as it 'wiggle, wiggles and munch, munches on a leaf '. These planned enjoyable activities foster a love of books, words and reading at an early age.

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

Children settle very well in the welcoming and friendly nursery and out-of-school club. They develop strong bonds with their key person, who has a detailed understanding of their individual needs and personalities. Children enter the club and nursery with enthusiasm and are eager to engage in play. The club has a relaxed atmosphere and welcoming environment, where children can initiate their own play using a broad range of resources. This supports well their development in nursery and school across all areas of learning. Children plan their own activities in the club and by doing so are able to make choices, be imaginative and explore. Through developing their own games, such as building dens with blankets, children learn to share and take turns, enhancing their personal, social and emotional development. Young children are very well supported in the out-of-school club to ensure they feel safe and confident. For example, through a secure close bond with their key person who also works in the nursery, and support from older children through a 'buddy system'. Behaviour is good and children are clear about boundaries and expectations. Children attending the club are actively involved in helping to create the 'club rules' and put forwards their ideas for new resources which enhance their sense of belonging and ownership.

All children's individual care needs are noted and any specific requirements, such as, dietary needs adhered to. Drinks are readily accessible for children throughout the sessions. All children are learning about a healthy lifestyle through planned activities and fresh fruit is provided with snacks and lunch. Young children are very competent at washing their hands and know that germs are washed away down the plug hole. All children have plenty of fresh air during the day and the children attending the club have daily access to large scale climbing equipment in the school grounds. However, there is less opportunity for the nursery children to access large scale equipment on a regular basis to develop their physical skills and test out their risk taking. Children are learning to stay safe as staff give reminders to children about walking indoors and safe practice when digging and using tools.

Transitions are successful because they are discussed thoroughly with parents and children are extremely well supported during introductory visits with their parents. The children's key person supports them and works alongside the reception teacher to ensure that they continue to feel safe and secure as they move through into the reception class or move to other settings. Children are confident and have developed good self-help skills and levels of independence, which helps them to prepare for the next stage in their learning and school.

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

Staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. They understand how children learn through play and effectively support them to make good progress towards the early learning goals. Children are consulted about aspects of the planning, for instance, nursery children put forward ideas for exciting role-play themes, which result in the setting up of a baby clinic and a garden centre.

All staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures are in place to underpin this knowledge for safeguarding children and these are understood and implemented by all staff. Rigorous procedures are followed with regards to staff recruitment and vetting, to help keep children safe. All staff are fully checked, undertake an initial induction and on-going appraisals. This ensures they are clear about what is expected of them while they work with children. Staff speak confidently about and understand their individual roles and responsibilities when dealing with child protection concerns.

Self-evaluation is used effectively to identify strengths and areas for improvement, which are included in the action plans for both the nursery and after school club. The management committee and staff have successfully addressed the recommendations set at the last inspection benefiting the service provided for the children. This is evident in the comprehensive assessment processes now in place. Parents are consulted on a regular basis to ensure their views are included. Given the current strong practice of the staff team, the committee has a good capacity to make continuous improvement across the service.

Partnerships with parents are strong. Parents are very complimentary about the service they receive and value the high levels of care and education provided for their children. They state that their children 'can't wait to get to the nursery' and since attending they have 'come on in leaps and bounds.' They feel that their children have gained in confidence and enter the nursery with a smile every time. Parents are kept informed of events which are published in the school newsletter. Photographs of activities undertaken at the nursery are displayed on the notice board. Positive links with professionals from other agencies, such as, inclusion and speech and language services, effectively support children with special educational needs and/or disabilities. Link books are used to share information with providers of other settings that children attend. This ensures that continuity in children's learning and development is promoted and supported well.

### **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

<b>Unique reference number</b>	EY259120
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	819784
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	St Johns Roman Catholic Primary School (After School Club and Nursery)
<b>Date of previous inspection</b>	13/01/2011
<b>Telephone number</b>	01704 893523

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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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