

# Sacred Heart Rise And Shine Club

Sacred Heart RC School, Brays Lane, Coventry, West Midlands, CV2 4DW

## Inspection date

02/05/2013

Previous inspection date

24/09/2008

## 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 are happy, motivated and eager to learn. They enjoy the varied range of activities and experiences the club offers to them. This effectively supplements their learning in school and means that children make best progress.
- Staff provide a warm and welcoming environment where children's individual needs are well met. This results in children feeling settled and secure in their surroundings
- Children are given clear guidance about sharing resources and being kind to others. This effectively promotes their personal, social and emotional development, and helps to develop positive relationships.
- Valuable links with parents and teachers from the host school ensure that all children receive good levels of individual support and benefit from consistency of care and learning.

### It is not yet outstanding because

- The variety of foods provided at the afternoon snack time does not consistently promote children's understanding of healthy eating.
- Exploration and investigation resources are not readily available to enable children to examine things more closely in the natural environment.

## **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 of the club and spoke to the head teacher of the school, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all areas and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

**Inspector**  
Hazel White

## Full Report

### Information about the setting

Sacred Heart Rise And Shine Club registered in 2005 on the Early Years Register and both parts of the Childcare Register. It is run by a voluntary management group and operates from a studio area within Sacred Heart Primary School in Coventry. There is an enclosed area available for outdoor play.

The club operates during term times. Opening times are from 7.45am to 8.40am and 3.15pm to 5.30pm Monday to Thursday, and from 7.45am to 8.40am and 3.15pm to 4.30pm on Fridays. Children attend for a variety of sessions. There are currently 45 children on roll, 10 of whom are in the early years age group. The club supports children who speak English as an additional language. The club employs four members of staff, all of whom hold appropriate early years qualifications at level 3. It receives 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 use of exploration and investigation resources, such as magnifiers and binoculars, by making them more readily available to the children
- improve afternoon snacks so that children increase their understanding of the importance of eating healthily.

## Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. They are mindful that children have been at school all day and plan a wide variety of interesting activities to ensure that children are motivated and having fun. These opportunities successfully complement their learning and help them to make best progress while they are at school. The freedom to choose their own play enables children either to follow their interests or engage in an adult-led activity. Staff demonstrate that they know the children well and the majority work within the school as teaching assistants. They regularly observe children as they play and use the information to inform future plans and to monitor their progress. As a result, children's learning is maximised and they are acquiring new skills for their next steps. Staff also record children's self-initiated play and use this to ensure that their interests are followed. Parents are fully

informed of their children's ongoing learning and development. Learning journals are regularly shared with parents and suggestions made to support their learning in the home.

Children arrive happy and quickly settle into the routine. Older children self-register and all are eager to share their news. For example, there is great excitement as a child describes the goal they scored earlier in the day. Consequently, children are developing good speaking and listening skills. Children enjoy looking at all types of books. They regularly visit the school library, where older children read stories to the younger ones. Children write creatively, making up poems and scripts for the plays they perform in. These opportunities ignite children's interest in literacy and, as a result, they develop good reading and writing skills. Children have opportunities to develop and improve their skills in counting, understanding and using numbers. For example, they keep the score when they play tennis and table football, and count how many cones they put out to mark the pitch. Lots of excitement and fun is had by all of the children and they are keen to include staff in their enjoyment. This interaction effectively encourages children's personal, social and emotional development.

Children are able to express their creativity and use their imagination in a variety of situations. They particularly enjoy role play, both indoors and outside. Children dress up as princes and princesses, transforming the shed into a 'castle'. Rounders bats become weapons to 'slay the dragons'. Good opportunities are provided for children to develop their physical skills. They make obstacle courses and skilfully walk on stilts. In addition, children use the school trim trail and have access to the woodland walk area. However, they are not extending their understanding of the natural world because resources for exploration and investigation are not readily available.

Children gain awareness of the diverse society in which they live. They access a range of resources which promote positive images of others, and join in special celebrations, such as the Chinese New Year and Saints days. Children have a growing knowledge of technology. They competently use the laptop computer, navigating the cursor around the screen to select programmes, and enjoy using the camera to capture images of each other. Consequently, children are gaining the key skills they need for the next steps in their future learning.

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

Children are eager to attend the club. Prior to starting, staff gather useful information from parents and teachers about the children. This enables them to build on positive relationships and, as a consequence, children benefit from continuity in their care and learning. Children settle well and are effectively supported in making the transition between home, school and the club. Warm and caring relationships between key persons and children are evident. Staff are good role models of behaviour and attitude, and children follow their example. Consequently, children feel a strong sense of belonging. Staff consistently praise and encourage children, such as when they show kindness and include others by sharing and taking turns. As a result, children are learning about acceptable behaviour. They proudly show visitors around their club, which promotes their self-esteem.

Staff are deployed effectively to make sure that children receive good adult attention and support. This helps children to feel secure and confident. Staff know individual children very well because most work within the school during the day. Children help set out the room when they arrive, organising the activities they want to play with. This helps to foster children's choice and ensures that they play an active role in their learning. Most resources are easily accessible and children move freely between indoors and outside, which effectively encourages their independence. Children learn about staying safe through daily routines and discussions. Staff gently remind them of the club rules to ensure that they develop a good awareness of safe behaviour. As a consequence, children show a good understanding of personal safety. For example, young children know that they must wait to be collected from their classrooms and be escorted to the club.

Children are provided with a variety of snacks, although they are not consistently offered healthy options. For example, some weeks they have a lot of white bread in the form of sandwiches or toast. Consequently, children's understanding of the importance of a balanced diet is not fully enhanced. Snack times are relaxed social occasions where children sit around the table to enjoy their food and each other's company. Children develop good self-help skills as they pour their own drinks and serve their own food. Staff are fully aware of any children who have allergies to specific foods and ensure that their requirements are met. Children are encouraged to understand how exercise helps them to stay healthy. They benefit from opportunities to use the school grounds and fields and get plenty of robust physical exercise. For example, they join in a variety of organised games, such as rounders, football and tennis. All of these physical activities provide opportunities for children to socialise with their friends and have fun.

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

Management ensure that the safeguarding policy is effectively implemented. As a result, staff have a good understanding of their role and responsibility to protect children in their care from harm. Robust vetting and recruitment systems ensure that staff are suitable to work with the children. Staff have completed safeguarding training and all have paediatric first aid qualifications. They have a good awareness of security and carry out daily safety checks on the premises to ensure that they are safe and secure. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to children. There are good arrangements for admitting visitors and for handing children over to their parents. This effectively promotes children's safety.

Management and staff are clear how to deliver the Early Years Foundation Stage requirements. As a consequence, children's welfare, care and learning needs are well met. All staff demonstrate a strong commitment to continuous improvement. Everyone's views are valued, including those of teachers, parents and children. Questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will improve the quality of provision for all children. For example, several parents commented that they would like their children to learn to knit and sew. In addition, children requested more outdoor play. Staff immediately responded

and introduced opportunities for children to learn a new craft. The manager negotiated with the school and outdoor play was increased. The staff team work well together and this is reflected in the happy atmosphere created for children. Staff are monitored effectively through regular meetings and appraisals. They discuss good practice and their personal development. As a result, their knowledge and skills are kept up to date.

Positive partnerships are established with parents. They comment highly about the club and the staff team. It is clear from their discussions that they greatly appreciate and value the service provided. They find staff 'friendly and approachable' and state that their children 'never want to go home'. Information is shared with parents through ongoing dialogue, newsletters, policies and procedures, and details posted on the notice board and the website. Partnership working with other professionals and agencies is established and used to identify children's needs to help them make best progress. The club is seen as an integral part of the school. Children benefit from the effective links that the staff team establish with the host school. Staff share children's progress with teachers to further aid transition and to promote consistency in their care and learning.

### **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>	EY317116
<b>Local authority</b>	Coventry
<b>Inspection number</b>	878029
<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>	33
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Sacred Heart Rise & Shine Club Committee
<b>Date of previous inspection</b>	24/09/2008
<b>Telephone number</b>	07783421678 use mob 02476 453314

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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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