

# Blessed Sacrament Extended School Service

Blessed Sacrament School, Boadicea Street, LONDON, N1 0UF

<b>Inspection date</b>	17/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Children have secure, trusting relationships with their key person and all staff. Consequently, they are settled and growing in confidence.
- Children's welfare and learning are well supported because of the effective partnerships staff establish with parents and school staff.
- Children have ready access to the play equipment. This enables them to confidently explore the environment and independently select play activities that interest them.

### It is not yet outstanding because

- Children do not have the opportunity to fully develop their imagination in the home corner because of the lack of appropriate furniture or the resources to create some themselves.

## 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 after school club hall and the garden.
- The inspector had discussions with parents and staff.
- The inspector sampled a range documentation including children's records and safeguarding procedures.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

The Blessed Sacrament Extended School Service registered in 2012 it is managed by a charity. The charity also run five other extended school provisions. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club operates from a School hall in the London Borough of Camden. The setting is open 3-6pm five days a week term time only.

The Blessed Sacrament Extended School Service after school club registered in 2012. It is one of five provisions run by Highbury Roundhouse Association Limited. The club operates from the hall within Blessed Sacrament School Islington, in the London Borough of Islington. It is open from 3pm to 6pm each weekday during term time. Children have access to a secure enclosed outdoor play area. There are currently 12 children aged from four years to under five years on roll, some in part-time places. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs four staff, of whom three hold appropriate early years qualifications.

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

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

- provide resources to support children to develop their imagination and creative skills in order to enhance their role play.

### Inspection judgements

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

Children are happy and settled in this friendly and welcoming after school club. They have access to a good range of activities and experiences that support their all-round development. All staff have a secure knowledge and understanding the learning requirements of the Early Years Foundation Stage and how to implement them effectively. Staff observe the children as they play and assess their stage of development in each area of learning. This enables them to identify and plan the next step in the children's individual learning journey. The children and parents provide a wealth of information about personal preferences and interests when they join the club. This gives staff the opportunity to plan and provide appropriate activities to help them settle and feel secure.

Effective links with the early years teachers in the school provide continuity and coherence in the children's learning and development because information is routinely shared

between them. Staff also contribute towards the preparation of the children's assessment at the end of the Early Years Foundation Stage. Staff understand what children enjoy doing at the end of a school day and provide resources that enable them to freely choose what they want to do, and initiate their own play. Parents also receive information about the Early Years Foundation Stage seven areas of learning. This information enables them to support children's learning at home.

Staff skilfully extend children's understanding by asking them questions to promote thinking. For example, children playing in the sand tray try to build sand castles using dry sand. Staff offer suggestions which lead them towards realising for themselves that the solution was to add water. Children enjoy creative activities using scissors and mark making materials. They also enjoy inventing games with their friends in the home corner. However, children do not have access to home corner furniture or resources that can be used to create scenarios in order to extend their imaginative play. Computers are used by the children in order to develop their skills in using information and communication technology. Children have fun using magnifying glasses to look for mini-beasts in the sand tray, and then making their own 3D creatures. They also benefit from quiet times after a busy school day by sitting quietly in the garden with staff, listening to the sounds of the birds in the trees.

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

All staff interact with the children with care and kindness. The effective key person system ensures that the children's well-being is fostered. This is because it helps them develop strong emotional attachments and a sense of belonging. Parents receive information that explains the role of the key person and who they can discuss any concerns with. Each child also has a back-up key person allocated to them to cover in the event of absence or illness. Children settle and behave well as a result. They help to write the club rules, such as being kind and valuing each other. Staff manage unwanted behaviour calmly, using positive methods that include explaining to the children why their behaviour is not acceptable.

The club is generally well stocked with resources that interest the children and motivate them to explore. The staff use the resources to promote children's development well in most areas. The hall provides plenty of play space for children to investigate in comfort and safety. As well as having access to a large hall, the children also make good use of the adjoining library. They go into it towards the end of the session to select books to read by themselves, or to enjoy listening to a story and winding-down at the end of the day.

Children learn the importance of adopting a healthy lifestyle. They explain with confidence which foods are good for the body and which are best to avoid. The manager seeks to enhance children's experiences by providing food at snack time that they might not have tasted before. On the afternoon of the inspection, the menu included carrots, tomatoes, pita bread and humus. Children take care of their personal hygiene needs and explain the importance of washing away germs before eating. Children benefit from having the school

playground available for them to use. They thoroughly enjoy playing football and climbing on the large apparatus for physical exercise after the school day.

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

The manager is the designated practitioner for safeguarding. She understands her responsibilities and has attended an appropriate training course to equip her for the role. All staff are aware of the procedure for reporting concerns in order to safeguard the children's well-being. The robust recruiting process ensures that all staff undergo the required suitability checks to work with the children. Detailed risk assessments of the premises ensure that all obvious safety hazards are identified and minimised in order to further protect the children from harm.

Systems are in place to monitor the staff's practice and to ensure that the learning requirements are being delivered appropriately for an after school club. The on-going professional development of all staff is encouraged in order to enhance outcomes for children. Self evaluation of practice helps staff identify areas of strength and those to develop. Since registration, staff have streamlined the system of observation and assessment of the children's learning. This has helped them to more accurately support their on-going learning journey.

As well as benefitting from the close liaison the club has with the school, children also benefit from the effective relationship staff establish with parents. The routine exchange of information enables staff to provide consistent and appropriate care. On the afternoon of the inspection, parents commented that their children are happy at the club and enjoy the activities.

### **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>	EY456439
<b>Local authority</b>	Islington
<b>Inspection number</b>	893522
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Highbury Roundhouse Association Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02073595916

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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  
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