

St. Aidan and Oswald Out of School Care Club

St. Aidan and Oswalds RC Primary School, Roman Road, Royton, OLDHAM, Lancashire, OL2 5PQ

Inspection date	19/06/2013
Previous inspection date	27/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised by poor organisation, particularly when children are playing outside. This means children are able to leave the premises unsupervised.
- Arrangements for collecting children after school are not secure enough; consequently, staff are not always sure exactly which children they are collecting from each class. This compromises children safety.
- The educational programme is weak; it does not sufficiently cover the areas of learning or take into account individual learning styles, interests and children's time within school. This means some children are not interested in or motivated by the play materials provided and are not adequately supported by some staff.
- The manager's knowledge and understanding of the Early Years Foundation Stage is weak. As a result, systems to monitor the setting, particularly the educational programme, staff practice and children's progress are not effective.
- Partnership working is not sufficiently developed; this means staff are unable to fully support and complement children's learning in school and nursery.

It has the following strengths

- Relationships are caring, relaxed and friendly; this means that children enter happily and parents feel confident to leave them.

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 television room and the school playground.
- The inspector spoke to the manager and staff within the setting at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting 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

St. Aidan and Oswald Out of School Care Club was initially registered in 1999 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school hall and a meeting room within St Aidan's Primary School in the Royton area of Oldham. The out-of-school club is operated by an independent committee, whose nominated person is also the manager of the club. The out-of-school club serves the on-site school, and the school playground is available for outdoor play. The setting employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. A member of staff holds Qualified Teacher Status. It is open each weekday from 7.30am to 8.45am and 2.45pm to 5.30pm during school term time, with the exception of Fridays, when the club closes at 5pm. Children attend for a variety of sessions. During school holidays, the club operates from 7.30am to 5.30pm as and when needed. During school holidays, children from the local area attend. There are currently 106 children attending, of whom 15 are within the early years age group. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take reasonable steps to ensure the safety of children by ensuring all staff know which children they are collecting from each classroom and by ensuring the outdoor play area is secure
- improve the educational programme by providing challenging and enjoyable experiences based on children's individual needs and interests, implemented through planned, purposeful play that complements children's learning in school
- monitor staff performance and implement an effective programme of professional development to improve knowledge, understanding and practice.

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

- improve procedures for self-evaluation to ensure that strengths and weaknesses are effectively identified and used to inform priorities and plans for improvement
- improve links between the school, the nursery and the out-of-school club to improve continuity of learning for early years children who attend the club.

Inspection judgements

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

Provision for children's learning and development is restricted because some staff do not have a sufficient knowledge of the learning and development requirements. Consequently, the educational programme is weak; it is not sufficiently shaped by the areas of learning and does not take account of children's individual interests or capabilities. As a result, some children are not motivated by the play materials provided, which fail to complement or support their learning in school. For example, young children have to seek out and ask for pencils to draw or to practise and refine their emergent writing skill.

Arrangements for gathering and sharing information from parents and teaching staff in order to identify children's learning needs are not effective. Consequently, some staff are unable to build on what children already know to help them make progress and prepare them for their moves within school. Observations are completed sporadically but often focus repeatedly on the same area of learning and are not sufficiently evaluated. As a result, staff do not have a secure knowledge of children's capabilities so are unable to identify and subsequently plan for the next steps in their learning.

Children are provided with a very basic range of play materials, which they can access independently from large boxes in the school hall. However, these are not well presented and often fail to capture the interest of children in the early years age range, who at times wander aimlessly while resources are dominated by older children. Similarly, adult-led games and activities are not routinely adapted to meet the needs of children in the early years age range. Consequently, nursery children compete alongside much older school children, joining in with games they do not fully understand and becoming upset when they are 'out'. Limited staff-support for younger children impacts particularly on quieter children within the group, who are at times not engaged in any meaningful play. This is because some staff fail to monitor the engagement of younger children or talk to them about what they would like to do. For example, pre-school children are clearly bored by a singing activity, but staff continue with the song and ask children who try to move away to sit down while they persevere with the song.

Parents are warmly welcomed and talk informally about their children during arrival and collection times. However, there is no meaningful exchange regarding children's learning at home or within the club. Registration forms are completed when children start so the club has basic information on children. In addition, brief details of children's likes and interests are requested but these are not routinely used to help plan for children's future learning.

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

Children's safety and well-being is compromised because there are no clear systems in place to identify which children are booked in to attend the club each evening. Consequently, while staff have a general awareness, they are unable to securely identify

which children they need to collect or who should be at the club each evening. In addition, risk assessments relating to the outdoor playground are not rigorous enough. Consequently, the outdoor play area is not secure and children are not adequately supervised as they walk to and from the indoor play area to the school playground. This means children are able to leave the school grounds unsupervised through the open gate.

Children are warmly welcomed by a friendly staff team and are familiar with their surroundings. This promotes a sense of belonging and helps children emotionally as they move between school and the club. Consequently, children enter the club happily and at times make some meaningful choices about how and where they spend their time. Children move freely between the indoor and outdoor play areas, although the activities and play materials sometime fail to engage the children's interest. All children are allocated a key person; however, support for individual children is varied and at times dominated by older children. This means that younger children who are keen to acquire new physical skills, such as skipping, are not adequately supported by staff so do not have the opportunity to do so. For example, staff provide a brief opportunity for children to 'have a go' without any meaningful intervention, and then return their attention to the older children. Children are generally very well behaved and staff implement positive strategies to encourage good behaviour.

Children are adequately nourished and enjoy a snack tea shortly after their arrival at the setting. Drinking water is continually available and staff encourage children to help themselves to additional drinks during the hot weather. This helps children learn to recognise and meet their own needs. Children are learning the importance of keeping themselves safe while playing in the sun, for example cooling down in the shade and wearing a sun hat. Children have good opportunities to be physically active, for example running freely and playing games outdoors in the fresh air which contributes to a healthy lifestyle. Children enthusiastically practise and refine their hand eye co-ordination as they play with bats and ball. Self-help skills are generally well promoted, for example children have some opportunities to pour their own drinks. Dressing-up activities are well used to help children acquire the skills they need so they can get themselves ready to participate in physical exercise in school.

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

Leadership and management are weak. The manager does not have a secure understanding of and therefore fails to implement some of the requirements of the Early Years Foundation Stage. Consequently, children's safety and well-being is compromised by poor organisation and ineffective risk assessments. Staff demonstrate a satisfactory knowledge of the possible indicators of abuse and are aware of the procedure to follow to protect children from possible harm. Appropriate vetting procedures ensure all staff are suitable to work with young children.

Self-evaluation is not effective. Consequently, the manager has an unrealistic view of the club and has failed to identify weaknesses in the collection procedures and the risk assessment for outdoor play. This compromises children's safety and well-being and

means that a legal requirement is not met. This also applies to both parts of the Childcare Register. This is a re-inspection of an inadequate provider. Since the last inspection, the manager has worked with the local authority and has taken generally appropriate action in respect of all five actions set. However, the provision for children's learning and development continues to be weak. Systems for recording children's hours of attendance once they have been collected are now satisfactorily maintained. However, new weaknesses in the collection procedures have been identified at this inspection. Systems to safeguard children in the event of a parent failing to collect a child are in place and information is now sought about who has parental responsibility.

Performance management is weak; consequently, too little is done to help address underperformance through professional development. This affects children's safety and well-being, and the provision for their learning and development. The manager's knowledge and understanding of the learning and development requirements is limited. Therefore, monitoring of the educational programme is not effective. As a result, weaknesses in the range of activities and experiences and the accessibility of developmentally appropriate play materials are not identified. Some staff practice, including the quality of teaching, is weak; this means some staff fail to engage children's interest and do not adequately support their learning and development.

Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed coming to the club. Details of the setting's policies and procedures, including that for complaints, are shared at admission, and a poster is displayed for parents' information. Steps to improve liaison with the reception and nursery teacher are emerging but are not yet effective. Consequently, staff do not fully complement children's learning within school and nursery. Staff are aware of the importance of working with external agencies to ensure children get the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are unable to leave the premises unsupervised (compulsory part of the Childcare Register).
- ensure that children are unable to leave the premises unsupervised (voluntary part of the Childcare Register).

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	508038
Local authority	Oldham
Inspection number	806117
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	106
Name of provider	St. Aidan and Oswald Out of School Care Club Committee
Date of previous inspection	27/06/2012
Telephone number	07974 379 327

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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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