

St Pauls OOSC

St. Pauls Catholic Primary School, Turner Lane, HYDE, Cheshire, SK14 4AG

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|--------------------------|----------------|
| Inspection date | 07/10/2013 |
| Previous inspection date | Not Applicable |

| 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 | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff readily praise children for their achievements, developing children's confidence and self-esteem.
- Children in the pre-school room show they are confident and have an attachment to their key person. As a result, children are happy and settled in the provision.
- Children in the pre-school have opportunities to develop their independence by putting their own coats on and hanging them up when they come in.

It is not yet good because

- Staff do not always tailor activities for individual children so that children's learning is challenged.
- Staff provide children in the out of school club with a large proportion of structured activities. As a result, children have little time to relax, unwind and choose activities for themselves.
- Resources in the out of school club are not sufficient enough to enable all children to fully participate in activities. As a result, children are limited in what they can do.

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 children in the pre-school, the out of school club and the outside area.
- The inspector spoke with both the nursery manager and owners at appropriate times throughout the day.
- The inspector took account of the views of two parents on the day.
- The inspector looked at a range of documents, including children's files and the provision's policies and procedures, which included the safeguarding policy.

Inspector

Mary Chekired

Full Report

Information about the setting

St Pauls OOSC was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two playrooms based in the grounds of St Pauls Primary School in the Hyde area of Tameside. Children have use of a playroom in a portacabin and a pre-school room in the grounds of the school. There is an enclosed outdoor play area for outdoor play.

The provision employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 2. Children attend for a variety of sessions. There are currently 12 children on roll who are in the early years age group. The provision is open Monday to Friday during term time only. The pre-school operates from 12pm to 3pm and the out of school club operates from 7.30am to 9am and 3.15pm to 6pm.

What the setting needs to do to improve further

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

- ensure that all staff in the pre-school fully understand how to plan purposeful play activities which hold children's interest, and reflect on the different ways that children learn using information gained from observations to ensure they are sufficiently targeted for children's stage of learning.

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

- provide further opportunities for children in the out of school club to relax and unwind in order to complement their day at school
- enhance the range of resources available to children in order to provide them with stimulating and challenging experiences.

Inspection judgements

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

Staff complete regular observations on children in the pre-school, which means that they are gaining an understanding of children's immediate strengths and areas for development. However, information gathered from observations does not always identify

children's next steps in learning or what their interests are. As a result, while children do make good progress, the planning does not fully take account of children's interests or how staff could extend children's individual development. Parents are involved in children's learning and are helped to support this, both at home and in the provision. This is because staff share information on a regular basis through discussion and by providing free access to their child's learning journey.

Children in the pre-school room are provided with resources which cover the seven areas of learning, for example, tools to make marks, building bricks and jigsaws. However, resources in the out of school club are not sufficient or varied enough to enable all children to participate in activities they enjoy. For example, they have access to building blocks, paper and glue. As a result, children are limited in what they can do. Staff engage children well in activities. However, as the majority of activities are planned for groups of children, this means that activities provided do not always target individual children's learning. Staff have good links with teachers working in the foundation years unit. As a result, children are provided with activities which complement their learning in school.

Children in pre-school show they are confident and self-assured by standing up on their own to sing their chosen nursery rhyme. As a result, they are developing their self-confidence. Children are readily praised by staff for their achievements, for example, when they manage to blow a big bubble or complete a jigsaw independently. Consequently, children are developing their confidence. They are encouraged to share and take turns. For example, children in the out of school club are given the opportunity to share their news with their peers. Children in pre-school are reminded to take turns with equipment and on the slide. As a result, they are becoming aware of others' feelings and are beginning to develop positive relationships with their peers. This means children in the pre-school are developing the key skills needed for their future learning.

Staff support children's language and communication, as well as developing their interest in literacy. For example, children are provided with many opportunities to choose nursery rhymes and songs to sing. Children in pre-school happily sit as a group and listen to stories told by staff. They are engaged and involved in the story because staff use props, such as puppets, to help act out the story. Children in the pre-school ask if they can roll down the grass hill outside. Staff pursue an effective conversation with children about the weather, encouraging them to think about the effects of the recent rain on the grass. As a result, children are developing their critical thinking skills as well as their knowledge and understanding of the world.

Staff provide pre-school children with many opportunities to count, for example, by counting the bubbles that staff blow, counting the number of steps to the slide and singing number songs. As a result, children are developing an awareness of numbers. They are encouraged to describe what the bubbles feel like when they touch them. They use words like 'wet', 'big' and 'tastes of soap'. Staff extend children's knowledge of mathematical language by using words like 'more' and 'larger'. Consequently, children are learning mathematical concepts, such as shape, size and colour.

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

Children's behaviour is good because staff interact well with them, ensuring they are engaged and occupied. Staff gain information from parents about children's care needs and likes and dislikes, which form the starting points for children's learning. This enables staff to provide a consistent approach to children's needs. Staff are warm and caring, which promotes children's confidence and sense of belonging. As a result, children form appropriate bonds and secure emotional attachments with staff.

Children are provided with numerous opportunities to develop their self-help skills, for example by washing their hands before snacks and when they come in from outside. Staff take the opportunity to talk to the children about hygiene by asking them why they need to wash their hands. As a result, children are learning about the importance of hand washing. Children in the after school club have access to drinks, which they can pour themselves. As a result, they are developing their independence and self-help skills.

Children in the pre-school have opportunities to be active by playing outside. They use equipment, such as hula hoops, bikes and balancing bars, which promote physical development. Children show they are confident and have an attachment to their key person by asking them to hold their hand while they climb the slide and regularly asking them to watch as they slide down. However, because staff provide children in the out of school club with a structured session as opposed to time to relax, unwind and choose for themselves, they are not always provided with the opportunity to access the outdoors freely.

Children are comfortable in their surroundings and show a good awareness of their own safety. For example, children in pre-school climb the steps to the slide confidently and learn to navigate up the climbing frame. Consequently, they are provided with opportunities to manage their own risks. Staff apply gentle reminders to children about sitting nicely at tables and on the carpet. Staff are good role models and show children how to handle resources with care and attention. They reinforce the importance of good behaviour to the older children who attend the out of school club, particularly with regard to giving consideration to the younger children. As a result, children are helping to manage their surroundings to ensure safety and minimise hazards.

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

Management are developing an understanding of their responsibilities in meeting children's needs in line with current requirements. They have the knowledge of how to assess and monitor the planning and delivery of educational programmes, even though a robust system it is not yet fully in place. Policies and procedures are in place, which support staff's knowledge of what procedures to follow, for example, if they have a concern about a child. However, not all staff have an in-depth knowledge of the signs and symptoms of abuse, for example, student members of staff. Management have already identified this as a training need and have acted appropriately in ensuring that staff who have not yet received training are not left unsupervised with children.

There are clear recruitment and vetting systems in place which ensure all people working with the children are suitable to do so. Management ensure that staff are recruited fairly, they receive references from previous employers and ensure that essential checks are carried out before staff work with children. Suitable systems are in place for supervision of staff to identify training needs. Management and staff complete a daily risk assessment which covers the outdoor and indoor environments. As a result, children are provided with a safe environment in which to explore.

Management have begun the system of self-evaluation and they are aware of areas for improvement within the provision. For example, they know that more resources are needed for the out of school club. Staff share information with parents and other professionals providing care for the children, such as grandparents and childminders. Transition documents are given to future providers or teachers, which ensures that children's care and learning needs are met consistently.

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 | EY461539 |
| Local authority | Tameside |
| Inspection number | 910283 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 45 |
| Number of children on roll | 12 |
| Name of provider | Victoria Hampson & Amanda Brooks Partnership |
| Date of previous inspection | not applicable |
| Telephone number | 07912580556 |

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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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