

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	06/05/2014
Previous inspection date	19/06/2013

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	2	2
The contribution of the early years provision to the well-being of children	4	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 work in close partnership with key people at the school to complement children's learning. As a result, the educational programme is well planned by skilled and knowledgeable staff.
- The club's social, recreational and spiritual ethos is promoted well through a good balance of child-initiated and adult-led activities, which are stimulating and challenging.
- Arrangements for safeguarding children are well established. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the setting and on outings.
- Working in partnerships with parents is an integral part of the provision. As a result, children's individual needs are quickly identified and met effectively.
- Systems for self-evaluation are rigorous. Areas for development are listed on the club's action plan and reviewed regularly to continually improve children's care, learning and play.

It is not yet outstanding because

- There is scope to make the physical environment more 'homely' and to further enhance the provision for children who wish to relax, play quietly and sleep.

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 looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed with the early years coordinator in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications.
- The inspector discussed issues arising from the club's self-evaluation and action plan.

Inspector

Cathleen Howarth

Full report

Information about the setting

St Aidan and Oswald Out of School Care Club registered in 1999. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is also registered by the Charity Commission and run by a voluntary management committee. The club operates from the school hall and a quiet room within St Aidan and Oswald Roman Catholic Primary School, which is in the Royton area of Oldham. Children have access to enclosed outdoor play areas. During term-time the club provides out-of-school care for children who attend the school. It is open each weekday from 7.30am to 8.45am and from 2.45pm to 5.30pm; with the exception of Fridays, when the club closes at 5pm. The holiday club provides care for children from the school and from the wider community. The holiday club is open each weekday from 7.30am to 5.30pm. Children attend for a variety of sessions. Currently there are 110 children attending the club and of these 24 are within the early years age group. The club supports children who speak English as an additional language. There are 11 members of staff working directly with the children and of these seven have an appropriate early years qualification. The manager has attained a qualification at level 6. The early years coordinator has attained a qualification at level 5 and she is currently working towards a qualification at level 6. One member of staff is a qualified primary school teacher with Qualified Teacher Status. Another member of staff is currently working towards a qualification at level 3. There are three students from Blessed John Henry Newman Roman Catholic College currently working at the club. The club receives support from the Foundation Team at the school and an Early Years Advisor from St Margaret Mary's Roman Catholic Primary School in Moston, Manchester. The club is affiliated to 4Children and The Out of School Alliance.

What the setting needs to do to improve further

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

- continue to make the physical environment more 'homely' to further enhance the provision for children who wish to relax, play quietly and sleep.

Inspection judgements

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

Staff place a strong priority on supporting children's personal, social and emotional development; promoting their physical development and reinforcing and extending their communication and language skills. Systems are in place to provide a broad range of stimulating activities that effectively complement children's learning at school. The early years coordinator works in pre-school and the reception class to familiarise herself with children attending the club. She knows individual children well, including their interests and capabilities. The information obtained from school continuously informs children's activity plans. Every effort is made to complement, reinforce and extend children's

learning at school through school themes and topics. For example, children recently made Easter bonnets for the Easter bonnet parade at school. The money raised went towards the work of an aid agency, consequently, children learn about other children from different parts of the world who live in poverty. They learn about their experiences and hopes and how the money they raise helps to promote a safe, sustainable and peaceful world. A particular focus at school is a story about a hungry caterpillar. At the club, children continue to learn about the life cycle of a butterfly, through imaginative activities, such as arts and crafts, and learn how to make symmetrical patterns on butterflies. They enjoy practising for the school's performance with a caterpillar theme. The school's topic for this term is planting and growing. Children at the club plant and grow seeds in the outside classroom and have great fun hunting for bugs.

The children's key person regularly completes written observations. They listen and take note of what they see and hear. Observations and comments from children, parents and other key people are obtained through the home/school liaison book, or red book, to identify children's individual interests, learning styles and capabilities. Staff link this information to an assessment tool, which clearly demonstrates children are working comfortably within the typical range of development expected for their age; taking into account children's starting points. Children's activities are planned to support their next steps. Staff facilitate children's learning and development well by modelling activities, asking open-ended questions, encouraging children to pronounce words correctly and praising children's achievements. Children's learning at home is actively encouraged when children borrow and return their favourite books and resources. As a result of these measures, staff effectively support children to acquire the skills, attitudes and dispositions they need to be ready for their next stage of learning in a relaxed, social environment.

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

Introductory visits help children familiarise themselves with the club and a buddy system is in operation. Older children befriend and mentor children in the early years age group and, therefore, children's personal, social and emotional development is promoted extremely well in a warm, caring, supportive environment. Relationships with parents are strong and established through the key person system. Staff welcome children and their parents to the club and children feel valued and cared for. Their self-esteem is effectively promoted, which helps children form secure, emotional attachments. Snack time is a social occasion, when children relax and sit together enjoying a variety of nutritious food and drink. They know to wash their hands before they eat to stop germs from spreading. They pour their own drinks and choose what they would like to eat. Staff teach children about the importance of eating healthily and this is reinforced through relevant activities, like making pizzas and choosing toppings; learning about Chinese New Year and tasting food from around the world.

Children enjoy fresh air and exercise through free-flow access to energetic outdoor play. The quiet room is used by children who wish to relax, play quietly and sleep after a long day at school. This room has recently been refurbished and quality storage units have been fitted. Children have decorated a statue with May flowers and they take responsibility for making sure the vase is filled with fresh, clean water. This quiet,

contemplative area with comfortable chairs and a bookcase is still under review. Following refurbishment other domestic-type furniture and soft furnishings have not yet been replaced to further enhance the provision and outcomes for children.

Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. They are learning about the effect their actions have on others. For example, they learn how to sort out minor disagreements for themselves by reflecting on what has happened and thinking about what they can do to resolve the situation. They know to talk calmly and assertively to prevent situations from escalating. Overall, children behave well and they are respectful and considerate towards each other. Measures like these, with consistent support from staff, enable children to feel secure and prepares them for their future transitions. Staff encourage behaviours that effectively promote children's good health, well-being and promotes their understanding of risk.

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

Staff have secure knowledge and understanding of how to protect and safeguard children. Policies and procedures are understood by staff and implemented consistently. Staff are fully aware of what to do and who to contact if safeguarding concerns arise. Risks are managed effectively and daily checks of the environment ensure that children play in a safe environment. Staff are vigilant and arrivals and departures are the continuously monitored. Children cannot leave the premises without a known adult. There are robust selection, recruitment and vetting procedures in place in addition to staff induction and appraisals to ensure only suitable adults work with the children. The early years coordinator takes responsibility for overseeing the educational programme and ensuring its effective implementation by completing peer observations and giving constructive, critical feedback to the staff team. Children have access to a broad and balanced curriculum that focuses on the prime areas of learning and imaginatively covers all areas of learning.

The manager and staff team are committed to their work with the children. This is reflected in the low turnover of staff and their enthusiasm and the enjoyment they demonstrate when interacting with the children. Priorities for improvement are clearly identified in the club's action plan and through effective self-evaluation in partnership with parents, children and staff from the wider school community and an early years advisor from another school. Staff constantly reflect on their practice and make continuous improvements; striving to provide the best possible care and education for children. The manager ensures that all staff have ongoing opportunities for further training, which is discussed and agreed at staff appraisal meetings and that any mandatory training is updated as required. Collaboration with parents and other professionals is exceptionally strong and make a significant contribution to meeting children's individual needs. As a result, the actions and recommendations raised at the last inspection have been fully addressed and implemented. For example, children are escorted to and from their classrooms by staff from the club and relevant information is exchanged with other key

people to provide for the individual needs of children. The outdoor play area is secure and arrivals and departures are closely monitored by a member of staff on door duty. These measures effectively promote children's care, learning and play.

Close monitoring of children's progress by staff at the club, in liaison with other key people, ensures that any gaps in learning are swiftly identified. Children receive the appropriate support and interventions they need so that no child is disadvantaged. The head and deputy head teacher and other school teachers are invited into the club. They share relevant information about children's learning and development and children are well supported as they move on to the next stage in their learning. Parents have easy access to a broad range of organisational policies and procedures including information about what to do and who to contact if they have any concerns. The use of the red books, which include children in the reception class and pre-school, alongside opportunities for parents and children to contribute information, effectively promotes a seamless approach to delivering the early years framework. Parents are complementary about the club. They say that 'staff are helpful and consider the individual needs of children and their families'. Parents comment that 'children are happy, safe and enjoy their time at the club with friends from school'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	963129
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	110
Name of provider	St. Aidan and Oswald Out of School Care Club Committee
Date of previous inspection	19/06/2013
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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