

Little Monsters @ Our Lady of the Angels Catholic Infant School

Our Lady of the Angels Catholic Infant School, Riversley Park . Coton Road, NUNEATON, Warwickshire, CV11 5TY

| | |
|--------------------------|----------------|
| Inspection date | 22/05/2014 |
| 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 | 3 |
| The contribution of the early years provision to the well-being of children | Not Applicable | 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 requires improvement

- Children build strong relationships with staff, as a result, they are happy and enjoy their time at the setting.
- All staff are aware of safeguarding procedures and understand their responsibilities in keeping children safe.
- Children are making steady progress in all areas of their development, staff use a satisfactory range of teaching techniques to support all children.

It is not yet good because

- Record keeping is not robust to ensure all relevant documentation is organised and available during inspection, including public liability insurance and the medication policy.
- Parents are not fully aware of the procedure to follow when making a complaint.
- Supervisions are not fully effective in supporting and coaching staff, to help them improve their knowledge and understanding, therefore, the quality of teaching is not consistently good.
- Parents are not fully involved in their child's learning, in order to maximise their learning potential.

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 carried out a tour of the out of school club with the manager.
- The inspector observed teaching and learning activities in the indoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and their self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector
Emma Daly

Full report

Information about the setting

Little Monsters @ Our Lady of the Angels Catholic Infant School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by Nuneaton and Bedworth Leisure Trust. It operates from premises in the grounds of Our Lady of the Angels Catholic Infant School, Nuneaton. The childcare provision provides a holiday club and a before and after school club for children aged four to 10 years old. The provision serves the local area and has strong links with the school. Children have access to the school playground and playing fields for outside play.

The provision employs five members of staff, four of whom hold appropriate early years qualifications. Three staff including the manager have appropriate qualifications at level 3, one member of staff has an appropriate qualification at level 2. The provision opens Monday to Friday during school term times. Sessions are from 8.45am until 9.45am and from 3.20pm until 6pm. The provision provides holiday club during school holidays. Children are able to attend for a variety of sessions. There are currently 40 children on roll, of whom eight are in the early years age range.

What the setting needs to do to improve further

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

- ensure all required documentation is readily available at the time of inspection, in particular, the medication policy and a certificate of public liability insurance
- ensure there is a written procedure available for parents, detailing the process of making a complaint
- develop effective supervisions to foster a culture of mutual support, teamwork and continuous improvement, so as to improve the quality of teaching.

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

- strengthen partnerships with parents by encouraging them to contribute to children's learning to maximise their learning potential.

Inspection judgements

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

All staff have an adequate knowledge of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching and learning is satisfactory. As a result, children are generally supported in most areas of their learning to make steady progress. Children are happy and enjoy their time at the club where the focus is on relaxing, taking part in sports activities and exploring through play.

When a child first starts at the out of school club, parents complete an all about me sheet, which gives staff information around children's care needs, interests and development. Staff use this information along with initial observations to identify children's starting points. Staff complete ongoing observations and use these to identify children's individual interests and next steps in their learning. They plan a range of activities across the seven areas of learning to support children's progress. As a result, children are generally engaged in purposeful play. Staff use information gained from the reception teacher to complement children's learning further. Staff offer daily feedback to parents about how their children have been, but they do not focus enough on the activities their children have enjoyed doing or gather information from parents about their achievements at home. As a result, parents are not fully involved in their child's learning in order to maximise their learning potential.

Effective teaching methods are used to extend children's learning, such as, asking open-ended questions, encouraging children to have their own ideas and think of solutions. As a result, most children are interested and motivated to learn. Children use play dough and enjoy having their imagination sparked by staff. They really enjoy making cakes for one of the teddy's birthdays. There are pens, paper and books readily available for children to independently access. Many of the children are really engaged in creating pictures. The key person supports children's creativity by holding detailed discussions about what they are drawing. The key person promotes their literacy skills by sounding out the words to encourage the children to spell and write them. Children's thinking skills are developed as they play matching games and their communication and social skills are continually supported through group activities and discussion. Children take part in construction activities and they enjoy working together to create objects. Staff support children by giving them the confidence to have their own ideas developing their creative thinking skills. Consequently, children are developing skills needed for the next stage in their learning.

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

Children receive a warm welcome as they arrive at the out of school club. There is an effective key person system in place to ensure children's individual care needs are being met. Staff have built effective relationships with the parents and children, as a result, children are emotionally secure. Parents comment that the out of school club facilities 'are good', 'staff are great' and 'my children are really happy here'. All children are valued and respected, staff act as good role models to ensure children respect and value each other. Staff take on board all children's views and listen well to their ideas. Consequently, children are emotionally prepared for the move to their next stage in learning.

Children enjoy a selection of healthy snacks and water is available throughout the session. Staff sit with the children while they eat encouraging healthy choices and promoting their personal, social and emotional development. As a result, children are beginning to understand the importance of healthy lifestyles. Staff remind children of the importance of washing their hands before meals and after toileting reinforcing effective hygiene practices. Children have access to a large outdoor playground and staff provide a range of activities to promote their physical skills and enable children to take measured risks. For example, climbing and balancing activities and ball games. Qualified sports instructors come in regularly to provide different sports for children to take part in. Consequently, children are beginning to understand the importance of physical activities and the effects exercise has on their bodies.

There are effective procedures in place to support positive behaviour. The manager has introduced a three rule system 'be kind, be safe, be fair' and staff use a one warning technique to remind children of the rules. These rules work in conjunction with the behaviour strategies used in the schools. As a result, there is a consistent approach to managing behaviour. Staff use praise and encouragement, older children act as role models and staff consistently encourage children to share and take turns during activities. As a result, all children understand boundaries and children's behaviour is good. Children move around the environment with ease and are regularly reminded how to keep themselves safe. Children take part in regular fire drills and are encouraged to use equipment, such as, scissors safely.

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

Children's welfare is promoted to a satisfactory level, staff have an adequate understanding of the safeguarding and welfare requirements. All staff have attended safeguarding training and understand their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Staff have completed training for first aid and allergy awareness including administering an epipen. This training has given all staff the knowledge and confidence to understand the procedures they must follow in dealing with accidents and supporting individual children with specific medical needs, such as, severe allergies. Effective recruitment and induction procedures ensures all those working with children are suitable to do so. However, some documentation is unorganised and is not readily available during inspection, including an up-to-date public liability insurance certificate, a written medication policy and a detailed complaints procedure. This is a breach of requirements of the Childcare Register. Some records are being held at head office and some policies are in the process of being reviewed. Therefore, documentation relating to essential procedures are not sufficiently robust. Safety checks and risk assessments are carried out daily to ensure both the indoor and outdoor environments are safe, secure and children are protected.

The manager has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. Self-evaluation is in the early stages

and the manager and provider are working hard to make changes to improve practice. The manager has identified strengths and weakness and through feedback from parents and children's questionnaires, she has started to identify priorities for improvement. For example, introducing staff supervision, identifying the need for more resources and involving parents more in their child's learning. Staff are deployed effectively to ensure children are supported in their learning. The manager works alongside the staff regularly monitoring their practice. Staff meetings regularly take place for staff to share good practice. However, supervisions are not yet fully effective in promoting staffs professional practice helping them to improve and develop the quality of teaching.

Staff have built effective partnerships with both of the schools they collect children from. Staff meet regularly with the reception teacher to discuss planning so that they can complement the children's learning in the out of school club. They have adopted similar procedures around behaviour so there is a consistent approach to promoting positive behaviour. Staff are beginning to build links with parents, they encourage parents to become part of the self-evaluation process by giving them questionnaires. However, partnerships with parents are not fully effective, staff do not always encourage parents to become involved in their child's learning. As a result, arrangements to develop and enhance children's individual needs to maximise their learning potential are not yet fully in place.

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 there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- be covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- be covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (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 | 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 | EY472929 |
| Local authority | Warwickshire |
| Inspection number | 945685 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 60 |
| Number of children on roll | 40 |
| Name of provider | Nuneaton and Bedworth Leisure Trust |
| Date of previous inspection | not applicable |
| Telephone number | 02476326080 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

