

Early Birds and Night Owls

St Josephs Catholic School, Great Hadham Road, BISHOPS STORTFORD, Hertfordshire, CM23 2NL

Inspection date	28/05/2014
Previous inspection date	15/07/2010

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
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

- Staff protect children well because they are familiar with the club's safeguarding procedures and implement them effectively.
- Staff use effective teaching strategies, such as open-ended questioning, to support children's progress.
- Children develop secure relationships with staff and peers because there is an effective key person system.
- Children are well behaved because staff help them to learn right from wrong through the promotion of clear and consistent boundaries.
- Staff work closely in partnership with parents, so that parents are well informed about children's care and learning and are able to support children's learning at home.

It is not yet outstanding because

- There is scope to strengthen the established partnerships with all other early years settings that children attend, in order that all information relating to learning and development is shared more consistently.
- Staff do not maximise opportunities for children to explore and operate information and communication technology equipment to extend their learning in this area.

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 indoors and in the outside play areas. She also spent time talking to children and staff.
- The inspector looked at a wide range of information including children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector reviewed the provider's self-evaluation, which was provided at inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Ann Cozzi

Full report

Information about the setting

Early Birds and Night Owls was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Joseph's Roman Catholic School in Bishops Stortford, Hertfordshire. The club is accessible to all children. It operates from a demountable building in the grounds of the school and there is an area available for outdoor play. The club opens Monday to Friday from 7.30am until 9am and from 3.15pm until 6.30pm during term time. There is also a holiday club from Monday to Friday, 8.30am until 6.30pm during school holidays. Children attend for a variety of sessions. There are currently 76 children on roll. The club employs 11 members of childcare staff, of whom eight hold appropriate early years qualifications at level 3 and one holds a qualification at level 2.

What the setting needs to do to improve further

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

- review and further improve children's opportunities to explore and operate information and communication technology equipment, such as computers, programmable toys or torches, in order to consistently develop their understanding about age-appropriate equipment and computer software
- strengthen relationships with all schools and nurseries that the children attend to ensure there is a consistent communication route for the club staff and class teachers to use to convey information concerning the children's learning and development.

Inspection judgements

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

Children settle well at the club and make good progress in their learning. Staff find out their starting points through initial observations and have a good knowledge of each child's stage of development. This enables them to plan interesting activities that engage children's interest and provide good levels of challenge. These complement children's learning in other settings that they attend, such as school. Staff have a good understanding of how young children learn and give them plenty of time to play, explore and discover things for themselves. For example, children develop problem-solving skills as they use a cardboard tube with a friend and work out how to move the vehicles through the tube.

The quality of teaching is good. Staff make effective use of open questions and encourage children to speculate and test ideas to extend their learning. For example, children take

part in a cookery activity. Staff encourage children to think about what might happen to the chocolate if they cooked it for a long period of time. Children develop language skills through discussions and staff give them opportunity to test their theories. They discover that the chocolate burns if they cook it for too long. As a result, children develop good problem-solving skills that will support their ongoing learning in school. Staff provide children with easy access to a good range of writing materials, such as chalks and crayons, to promote their early writing skills. Children have some opportunities to use information and communication technology equipment, such as computers. However, there is scope for staff to expand opportunities for children to use age-appropriate technology equipment to extend their learning in this area.

Children extend their learning through outdoor play. They develop social skills as they play with a group of friends. Staff sensitively support children's learning by reinforcing the rules and encouraging children to share resources. Children develop good physical skills and improve their coordination as they use wheeled toys on their own and in pairs. Partnerships with parents are good, so children are able to continue their learning at home. Staff share information with parents about children's progress and give parents ideas that they can use with their children at home.

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

Children settle well in the club. The effective key person system means that children develop a close relationship with their key person, which provides a secure base for them to develop good bonds and attachments with other staff and with their peers. For example, older children seek out staff to join in their play and conversations. Staff further support children's well-being by working closely with their parents, to ensure that both parties are well informed about children's needs. This means that children are emotionally secure and able to move easily between pre-school or school and the club.

Children behave well because staff provide gentle reminders about acceptable behaviour and help them to understand the reason for the rules. For example, they remind children that someone may trip and hurt themselves if they leave toys lying around. Children show a good awareness of the club rules as they remind each other to help tidy away after play. Children develop a good awareness about taking risks as they learn to use the wheeled toys safely outside without hurting other children.

Staff effectively support children's awareness of healthy lifestyles. They encourage children to use the outdoor area for fresh air and exercise. They teach children to wash their hands at regular times during the day and before meals and make good use of discussions to help children to understand that they may get germs if they do not follow the routines. Staff promote children's understanding of healthy eating. They provide a selection of fresh fruit and vegetables at snack time and talk to children about foods that are good for them and help them to grow strong.

The effectiveness of the leadership and management of the early years

provision

Staff safeguard children effectively because they all have a secure knowledge of the possible signs of abuse. They understand the procedures to follow should they have a concern about a child in their care. All staff have undertaken safeguarding training to support their knowledge. Robust employment procedures are in place to ensure all staff are suitable to work with children. Disclosure and Barring Service checks are undertaken and effective induction procedures ensure that staff are not left alone with children until this has been completed. Good measures are in place to ensure children's safety, for example, the external gate is locked when children play outside. All required policies and procedures are in place, are updated regularly and are effective in practice, to support children's well-being.

The manager effectively monitors staff practice through regular observations, to ensure that children's learning and development is maximised. She provides constructive feedback and uses this as part of the regular programme of staff supervision and appraisal to support ongoing improvements. All staff have access to regular training to enhance their knowledge and this has improved their quality of teaching. Staff, parents and children all contribute ideas as part of the evaluation process. For example, children requested a particular piece of technology equipment, which is now available to them.

The strong partnership with parents supports children's care, learning and development well. Parents complete an annual questionnaire and use a suggestions box to contribute ongoing ideas about the running of the club. In most respects, the partnership between the club and the pre-school or school that children also attend is very effective. The manager fully understands the importance of sharing information to enhance children's continuity of care and learning. However, this process is not always consistently used by some members of staff, so for some children continuity of support is not maximised.

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	EY295543
Local authority	Hertfordshire
Inspection number	977590
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	76
Name of provider	Hayley Marie Lynskey
Date of previous inspection	15/07/2010
Telephone number	07745 262676

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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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