

Our Lady And All Saints Out Of School Club

Our Lady & All Saints RC School, Brandreth Drive, Parbold, WIGAN, Lancashire, WN8 7HD

Inspection date	18/07/2014
Previous inspection date	16/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children develop good relationships with other children and the small and caring staffing team. Staff create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club.
- Staff have a good understanding of how children learn through play. They encourage and enable children to choose from the wide range of resources and activities on offer. Children are confident, well motivated and make good progress in their development.
- The managers and staff have a good understanding of safeguarding children. They know and implement the club's safeguarding policies consistently. Staff are vigilant about children's safety and are calm and consistent. This effectively promotes children's well-being.
- Partnerships with parents and local services are strong. This helps the provider to evaluate the club's service and plan for further improvements.

It is not yet outstanding because

- There is scope to improve the way the club involves children in the planning of activities.

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 classroom and main hall.
- The inspector held meetings with the manager and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in the club's feedback.

Inspector

Mary Wignall

Full report

Information about the setting

Our Lady and All Saints Out Of School Club opened in 2005 and is run by a committee. It operates from Parbold in Lancashire. The club cares for children who attend Our Lady and All Saints Roman Catholic School, as well as children from the local community. The club opens from 8am to 8.45am and from 3.15pm to 5.30pm Monday to Friday during term time. On occasion, the club operates all day during school holidays. Children are cared for in the school hall, small classroom and associated facilities. The children also have access to the enclosed school playground for outdoor activities. There are currently 67 children on roll, of these 10 are in the early years age range. There are currently four staff working directly with the children, who hold appropriate qualifications. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend and enhance the opportunities for children to develop their critical thinking skills, for example, by including them more in the planning of activities.

Inspection judgements

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

Children play with confidence and imagination in the club. Staff make sure they have access to a wide range of activities and resources that support their overall development. The effective key-person system ensures that parents contribute to initial assessments of children's development to enable them to plan appropriately for them. Clear planning procedures are in place for all children in the club with additional planning and observations made for children in the early years. This helps staff to get to know children well and helps ensure that all children are well prepared for the next stage in their learning. Consequently, all children are making good progress in their development.

Staff are good role models for children. They are calm and enthusiastic. They use a range of effective teaching techniques as they ask open questions, use rich and playful language and develop conversations with children about their chosen activities. They make sure that children know what is available to play with and sensitively join children in their play. They encourage them to develop their own ideas. Children show confidence and responsibility as they help to set up activities. Managers explain how children have expressed an interest in having a 'children's council' to help them to be more involved in the club. However, ways to involve children more in planning and decision making procedures in the club are yet to be fully explored.

Children have good opportunities to practise and reinforce their social, communication and

mathematical skills as they play in the club. Staff use playful language to engage children's attention. They encourage the use of puns to help children make associations in the meaning of words in a fun way. For instance, as children make elaborate boxes with printed cardboard, they described how they have 'boxed it off'. Children groan good-humouredly at the joke. Later they add their own jokes demonstrating good listening and language skills. Children use rich, creative language as they play. They describe how a figure 'pops' in the toy space shuttle as they 're-load' it. They show imagination and understanding as they use expressive noises and actions in play. Staff are aware of the phonic programmes children learn through at school. They give opportunities for children read and demonstrate their skills. Children show good literacy and problem-solving skills as they ask to write their name. They suggest they need a felt tip pen as the pencil does not work on the glossy printed cardboard. Children spend time building different types of constructions and designs with dough and wooden blocks. They shape dough into circles of descending size, to stack and build small attractive towers. They carefully balance different-sized wooden blocks horizontally, vertically and diagonally. They show pride as they call out to staff to have a look before they continue to modify and re-shape it. They show great concentration and persistence in their play and learning.

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

Children develop good relationships in the club with staff and other children of the same age and older. Staff successfully create a good sense of belonging in which children feel welcomed and safe. For instance, children see displays and photographs of previous activities they have enjoyed in their room. They sit together chatting and relaxing as they end their school day and prepare for the fun ahead of them. They chat naturally to staff about what they plan to do at home over the weekend. Staff are kind and interested in the children. They use their good knowledge of children as they engage children in conversation. This creates a positive play and learning environment in which children demonstrate that they feel safe and secure. This generates children's confidence and their motivation to play and explore. Staff have close links with the host school to escort children to the club. They use this opportunity to talk to teachers about the children's day at school. This helps them to settle and welcome children into the club effectively.

Staff supervise children sensitively, enabling children to develop their own games and ideas and discover their own safe limits. For instance, children build a high tower of wooden blocks. They encourage children's imagination and understanding as they describe it as looking like the leaning tower of Pisa. They use this conversation to alert the children to the need for some caution as the tower may topple over and could cause an accident. Children show a clear understanding of this warning and go on to develop different games that will ensure they stay safe. Children demonstrate great negotiation and handling skills, and as older children join in the fun, they organise taking turns to push different blocks out of the tower. The manager describes how children are taught about safety in fun activities, such as a quiz about assessing risks. Consequently, children are developing a good understanding of how to keep themselves safe.

Staff encourage children to manage their feelings effectively. For instance, some children

get upset as they have no time to finish the model they are making before being collected. Staff support them to understand that their model will be kept for them to finish the next time they are there. Children listen and are encouraged to leave more happily. Staff encourage children to learn about their bodies and their health needs. For example, they offer children healthy snacks. They adapt their plans well as they offer children an additional choice of ice cream to accommodate the very hot weather. Children enjoy the ice cream and cold drinks. They learn more about the effects of heat on their body as staff talk to them to enhance their understanding. Children show a secure understanding of good hygiene routines as they independently access the bathroom. They are sensitively supported by staff who understand their need for supervision and privacy.

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

The provider, manager and staff have a secure understanding of safeguarding issues. The club ensures that their safeguarding policy includes information about what to do if staff are concerned about a child's welfare. It also has clear procedures in place in the event of any allegations being made against staff and for the appropriate use of cameras. This helps to ensure that children are safe and protected. Recruitment procedures are robust and in line with the local good practice guidance. This ensures that all staff are vetted and suitable to work with children. Full risk assessments are completed and good links with school staff ensure the security of the club. Staff complete daily checks to ensure all areas used by children are safe. The managers monitor the number of children attending the club and maintains clear attendance records. This enables them to ensure that staffing ratios are met. All children in the early years age range are assigned a key person to ensure that their well-being and needs are met.

The manager and staff work together as a close team to monitor and assess the quality of their service. The manager greatly values the support from the local authority, host school and fellow professionals. This network is used to help share good practice and develop staff's knowledge and successful implementation of the Early Years Foundation Stage. The manager monitors the training needs of staff and actively fundraises to enable staff to attend training. Training, such as safeguarding, food hygiene and first aid, are carefully monitored to ensure children's continued well-being. All staff have annual appraisals, in addition to ongoing supervision, to help identify new training needs. The manager's strong network of professional support means that staff have a good understanding of their role. Self-evaluation procedures have led to the development of improvement plans that have a clear focus on sustaining and continuing to improve good practice.

Staff have positive relationships with parents. Parents are welcomed into the setting and readily share information about their children to keep staff fully informed. They receive regular information, both written and verbal, about their child's progress. This helps to keep them fully informed and involved in their child's development so that they can ensure their child is making the most of their play and learning opportunities. Parents receive a brochure of information when they start at the club. This includes information about the

club's policies, procedures and management committee. The club's staff attend the school's open evening to introduce themselves to new parents. Parents receive regular information about the club in the school's newsletters. This reflects the close and positive relationships with the school to ensure children are well supported in their transition to the club.

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	EY299394
Local authority	Lancashire
Inspection number	820196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	67
Name of provider	Our Lady And All Saints Out Of School Club Committee
Date of previous inspection	16/12/2011
Telephone number	01257 462466

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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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