

Little Oaks @ St Marys Catholic School

St Marys Catholic Primary School, Pool Road, STUDLEY, Warwickshire, B80 7QU

Inspection date	24/07/2014
Previous inspection date	15/05/2012

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 enjoy their time in this relaxed and welcoming club. Staff provide play opportunities based around the children's interests. As a result, children enthusiastically join in with all the activities and experiences provided for them.
- Children are effectively supervised and staff demonstrate a very good knowledge and understanding of their roles and responsibilities for child protection.
- Caring staff get to know the children and their families well. This helps children form secure emotional attachments and promotes their well-being effectively.
- Effective partnerships are generally well established with other providers. This ensures children's individual needs are identified and met effectively.

It is not yet outstanding because

- The organisation and layout of the room does not always provide a highly stimulating environment that promotes learning and challenges children.

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 the outdoor area.
- The inspector looked at documentation including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of the parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the manager and the headteacher.

Inspector

Tina Smith

Full report

Information about the setting

Little Oaks at St Marys Catholic School is a limited company and was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two mobile classrooms within the grounds of St Mary's Catholic Primary School in Studley, Warwickshire. The club offers care for children who attend St Mary's Catholic Primary School, St Mary's Junior Church of England School and Studley Community Infants School. It is open each weekday from 7.30am to 9am for breakfast sessions and 3pm to 6pm for afterschool care. It operates a holiday club; sessions are Monday to Friday, from 8am until 6pm. The club serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The club employs six members of childcare staff, of these four hold appropriate early years qualifications at level 3, one member of staff holds Qualified Teacher Status and the manager has a qualification at level 4. There are currently 73 children on roll, 12 of these are within the early years age group.

What the setting needs to do to improve further

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

- enhance the organisation and layout of the room, to maintain a highly stimulating environment that promotes learning and challenges children.

Inspection judgements

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

Children are happy, engaged and thoroughly enjoy the time they spend at this welcoming and friendly club. Staff are experienced and have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan play which is exciting, challenging and developmentally appropriate. On induction, parents are invited to share information about their children's development, medical and care needs as well as routines. Consequently, staff are aware of the children's individual needs as well as where they are in their learning. This information along with the staff's observations and evaluation of the day allow them to monitor how children are progressing. In addition, staff seek information from teachers when they collect the children from school and use this to plan activities, which will extend or embed learning. For example, the club continued an All about me theme started at the school. As a result, the club offers a consistent and complementary approach to children's learning. Parents and staff exchange highly useful information on a daily basis. Staff advise parents of activities their children have taken part in and they are invited to view the photograph book which contains lots of

photographs of the children enjoying their play. This keeps parents informed about their children's learning and gives them ideas so that they may continue this learning at home.

Children receive lots of praise and encouragement for their efforts and achievements. Staff interact effectively, responding to children and asking appropriate questions to extend their learning, while ensuring children listen carefully and respond to instructions. For example, during lunchtime children ably demonstrate all of these skills. There are lots of lively conversations as children recall, describe, ask and answer questions about themselves and their families. They discuss what they enjoy doing at home and their activities and experiences at the club. Furthermore, staff clearly recognise the benefits of following children's interests and therefore are able to accurately identify the progress children make. There are some delightful interactions between small groups of children who share their ideas. For example, they build a shop to sell the drinks they have made, creating signs to advertise what they have on sale. A child confidently shouting to her peers, 'mocktails for sale, who wants one?' Younger children use their imaginations as they play with small figures. They happily chat to one another, building a narrative into their play as they pretend to be pirates.

Older children work in teams as they excitedly play with water, splashing and giggling as they try to get each other wet. Children express their creativity and concentrate very hard as they construct a fairy or wizard wand. They extend their own learning by making spells and sprinkling glitter around for good luck. Children are developing a good range of physical skills and they enjoy spending lots of time outdoors in the fresh air. This is because the club has use of the school playing field and equipment. Consequently, children are able to run, jump and climb. They enjoy racing around the track on their scooters as well as playing ball games.

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

Key aspects of children's well-being are good. Children benefit from a reasonably well-resourced and welcoming environment. Some resources are of a good quality, age appropriate and stored at child height, which means they are easily accessible to children. This allows children to make free choices about their play. However, at times the room is not a highly stimulating environment that promotes learning and challenges children. Children receive a warm welcome as they arrive at the club. Some children particularly benefit from accessing an environment that is familiar to them as the club operates from the school grounds of which they attend. Staff are effective in promoting children's personal, social and emotional development. They are sensitive to children's feelings, noticing when children feel sad and helping them to resolve any issues. Children have relaxed and easy relationships with staff and enjoy time to play with their friends. Children describe the club as, 'really good with really fun things to do' and state they 'like dressing up as pirates'.

When children start at the club, staff collect detailed information from parents. They also take time at the beginning and end of the session to speak to them. As a result, staff get to know the children and their families well, working together to ensure the children's

needs are met. Moves between different areas of the school buildings are well organised to ensure that children have good continuity of care. For example, staff collect the children from their classrooms and the class teachers share any information that needs to be fed back to parents. There is a key-person system in place and all staff know each of the children well. Younger children are well supervised to ensure that they are safe and staff pay particular attention to them during care routines, such as using the bathroom. This means that extra support is available to them if they need it. Staff are good role models and children are developing good skills for their future learning. Children are taught to take responsibility for their personal safety and develop a good awareness of this. For example, cooking activities take place in the school kitchen; this teaches children how to use equipment safely. In addition, children are reminded to put on their sun cream and to find their hats before playing outside.

Lunchtime is a social event with children and staff sitting together. Parents provide their children with a packed lunch, which staff store appropriately. Children have hearty appetites and thoroughly enjoy the contents of their lunch boxes. Staff work with the school to promote healthy eating and they have a healthy eating policy. Children are reminded to eat all their savouries before eating anything sweet. Staff promote children's independence well, encouraging them to have a go at opening their packets or lid from their drink before offering assistance. As a result, children learn that they can do it for themselves. Children have the opportunity for fresh air and exercise as they play outdoors in the school playing field and enjoy a number of resources, which helps them to be physically active. Children behave well because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to share and take turns. Staff work in partnerships with the local school to promote good behaviour and children can earn or lose house points at the club. The headteacher monitors this to ensure that behaviour is consistent for children attending both the school and club.

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

Children are safeguarded and staff have a good understanding of their roles and responsibilities to protect children from harm. All staff have completed safeguarding training with the headteacher of the school, who is the registered person overseeing this. Comprehensive policies and procedures are maintained, which all staff are made aware of during their induction. Recruitment procedures are robust, with safer recruitment procedures being implemented. All staff are checked thoroughly before being employed and probation periods are implemented for new staff. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement. There is an effective programme of professional development, which helps staff to improve their knowledge, understanding and practice.

The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The learning and delivery of the educational programme is monitored well and this ensures that all children

make good progress. Staff are mindful that during term time children have been at school all day and that time at the club is for them to have fun and enjoy activities or rest. They make sure that all areas of learning are covered by offering children choice and planning fun activities that link to children's interests. This enables children to sit quietly and read a book if they choose.

The management team are reflective practitioners who value the importance of continuous improvement. Since the last inspection a new manager has been appointed and changes have been made to the way staff plan and assess children. Clear action plans have been set, and as a result, a strong capacity for improvement is shown. Parental partnerships are strong with a good two-way flow of communication takes place. Parents' comments about the club are very positive. They state that the 'staff are flexible and their children do not want to go home'. The club has strong relationships with the schools it serves; subsequently, there is a continuity of learning and development across the settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY417781
Local authority	Warwickshire
Inspection number	879939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	73
Name of provider	St Marys Studley Childcare T/A Little Oaks
Date of previous inspection	15/05/2012
Telephone number	01527852140

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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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