

# St. Aidan and Oswald Out of School Care Club

St. Aidan and Oswalds RC Primary School, Roman Road, Royton, Oldham, Lancashire, OL2 5PQ

<b>Inspection date</b>	14/08/2014
Previous inspection date	06/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The club's social and recreational ethos is promoted well through a balance of child-initiated and adult-led activities, which are stimulating and challenging.
- The established key-person system helps children to form secure emotional attachments with staff who skilfully support their play.
- Staff work in close partnership with parents and key people at local schools to complement children's learning. As a result, the educational programme is well planned and delivered by skilled and knowledgeable staff.
- Arrangements for safeguarding children are firmly embedded. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the club, including internet e-safety.
- Systems for self-evaluation are rigorous. Areas for development are regularly reviewed and prioritised to continually improve children's care, learning and play.

### It is not yet outstanding because

- There is scope, in partnership with parents, to further enhance the existing provision for children who wish to sleep at the club.

## 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.
- Children's activities were jointly observed and discussed with the club's manager in relation to teaching and learning.
- The inspector looked at children's records in addition to other relevant documentation.
- The inspector checked staff's suitability, qualifications and discussed issues arising from the club's self-evaluation and action plan.
- The inspector took account of the views of parents and children spoken to on the day.

## 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 holiday club operates from rooms 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 2.30pm to 5.30pm, with the exception of Fridays, when the club closes at 5pm. The holiday club is open each weekday from 7.30am to 5.30pm. It provides care for children from the school and from the wider community. Children attend for a variety of sessions. Currently there are 110 children attending the club and of these 25 are within the early years age range. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 10 members of staff working directly with the children and, of these, seven have an appropriate early years qualification. The manager has a qualification at level 6. The early years coordinator has a qualification at level 5. One member of staff is a qualified primary school teacher with Qualified Teacher Status, another is working towards a qualification at level 3. Currently there are three students working at the club and one volunteer. 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:

- enhance the provision for children who wish to sleep at the club, for example, by obtaining more information from parents about children's sleep patterns and routines at home.

### Inspection judgements

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

The club's social and recreational ethos is consistent in enabling children to learn through their play and clearly promotes the characteristics of effective learning, such as playing and exploring, active learning, and creating and thinking critically. 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. Securely embedded systems are in place to provide a broad range of stimulating activities that complement children's learning at school. Staff at the club work collaboratively with staff from local schools and they know individual children well, such as

their interests and capabilities. A number of staff work at the children's schools and pre-school during term-time and the information they obtain from other key persons noticeably informs children's activity plans. Every effort is made to complement, reinforce and extend children's learning at school through school themes and topics. A relevant example includes a holiday theme and related topics.

Soft ball games, such as tennis in the big hall, are an effective way to promote children's physical, personal, social and emotional development. For example, children are learning about winning and losing and how to responsibly manage moments of excitement, frustration and disappointment. They are consistently encouraged to have a go and try again. Children's communication and language skills are promoted well. For example, staff use open questions and children learn to follow simple directions and to express their thoughts, ideas and concerns in a coherent way. Children have great fun playing outside, where they run, jump, balance, throw, catch and kick balls. They bring scooters and bicycles from home and helmets to use at the club, measures that help to develop muscle tone and coordination skills. Children manipulate small objects and they draw, colour, paint, cut and paste to promote hand and eye coordination and to develop manipulative skills. Staff facilitate children's learning well and they complement learning at school and home when current affairs are explored further, including bicycle races and football. Staff promote and model social acceptability and behaviour consistently well. They use open questions to discuss activities, which interest children who are encouraged to share their thoughts and feelings with other children and to find solutions by working collaboratively with their peers. There are continuous opportunities for children to investigate and explore mark making resources and materials. They use a variety of techniques to explore colour, line, shape, space, form and texture, which helps to develop children's visual, spatial and tactile awareness. Resources and activities successfully promote diversity in the wider community. For example, through musical instruments, food tasting and role play when children dress up in costumes and wear associated accessories, which they make at the club, such as colourful wrist bands.

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 persons are obtained and effectively identify children's individual interests, learning styles and capabilities. Staff track children's achievements with an assessment tool, which clearly demonstrates children are working comfortably within the typical range of development expected for their age. Children's activities are planned and organised well to support their next steps in learning. Good levels of consistency enable staff to 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 with special educational needs and/or disabilities are well supported and staff work closely with other professionals, the school they attend and parents. Children's learning at home is continued and they borrow resources from the club to use. Relevant examples include a child's favourite story book about a boy and a bucket, which links to the child's holiday abroad and children send postcards to their friends at the club. Parents are routinely kept informed of their children's progress towards the early learning goals. Relevant information is shared with the child's key person to promote children's continuing learning and development. As a result of these effective measures,

children develop the skills, attitudes and dispositions they need to be ready for their next stage of learning, in a familiar social environment.

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

Noise levels in the main hall fluctuate and echo. The echo exacerbates children's laughter and excitement and noise levels can be louder than intended. Occasionally staff raise their voices to be heard. However, this does not have a detrimental effect on children's self-esteem and confidence because relationships between children and staff are strong. Staff welcome children and their parents to the club and children feel valued and cared for. Introductory visits are organised to help children familiarise themselves with the club and older children befriend and mentor children in the early years age group. Children entering the club are given a key-person and placed in key-groups with children from different age groups. Older children are able to give help and encouragement in an atmosphere of mutual respect and understanding and this is strengthened through the many activities that take place at the club. The children's well-being and performance is monitored carefully and any support is put into action in a timely manner through the children's key-person, who works collaboratively with parents and other key persons where children spend more time, such as school. Children said they feel safe and secure at the club and they know that staff will listen to them and support them. The voice of children is effectively obtained through the club's council and when children evaluate activities and outings with the staff. Children also write notes to make staff aware of their wishes. The current wish list includes spending more time at the local play gym. Some children attend on a sessional basis due to working parents and shift patterns. As a result, the club offers flexible drop-off and pick-up times, so it is not always possible to do what the children wish. Sometimes staff are temporarily out of favour with the children when they set limits and boundaries, for example, when they discourage children from eating on the floor. However the staff's views are communicated sensitively to the children, who understand why sometimes they are restricted. Outings are arranged as often as possible and they include picnics at the local park. Other trips vary to take into account the needs and wishes of a wide age range of children attending the club, like visiting a farm to feed the animals.

Children enjoy fresh air and exercise through free-flow access to energetic outdoor play. They choose to play outside in all weathers and they have great fun jumping and splashing in the puddles. The holiday club's newsletter reminds parents to provide clothes that do not matter because children get dirty when they play in the mud kitchen and make mud pies. Art and crafts can be messy too, as the paint and glue does not always reach the intended place. There are ongoing opportunities to play with sand and water and as a result, children are developing their curiosity and understanding of how texture of sand changes when water is added. Although some children get wet and dirty at the club there is a plentiful supply of dry clothes to change into, which means children remain comfortable to carry on their play. Staff teach children about the importance of eating healthily. Lunch time is a social occasion, when children relax and sit together to eat their packed lunches. Some children arrive at the club early in the morning and finish late. Parents are therefore encouraged to provide a wide range of nutritious food and drink for lunch. Staff provide healthy snacks throughout the day, such as milk, biscuits and fresh

fruit. Collectively they encourage children to eat five portions a day of fruit and vegetables. Clean drinking water is always available for children to self-select from the water dispenser situated in the main hall. There is a separate quiet room and a well-resourced designated area used by children who wish to relax, play quietly and sleep. However, in relation to sleeping children, staff do not always obtain sufficient information from parents about sleep patterns and routines at home, in order to fully promote this aspect of care at the club.

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. Children learn about the effect their actions have on others. For example, minor disagreements are sorted out without adult intervention. Children know to reflect on what has happened and they think about what they can do to resolve the situation and to prevent the situation 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 safe and secure. Overall, staff encourage behaviours that effectively promote children's good health, well-being and 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 fully understood by staff and implemented consistently. Staff's awareness of child protection issues is secure. They also work collaboratively with schools and the club's e-safety policy and procedure is embedded, even though the internet is not available at the club. Technology is always changing and staff know it is important to keep up to date with changes to be sure that the children are protected whilst using computer tablets from home and other interactive devices. Staff ensure these devices have secure and safe use of parental control and time manager limits, to restrict the time children use them at the club. Children know not to take dongles to the club, which connect them to the internet and the taking of photographs of other children is prohibited. Staff are continually mindful of age restrictions and they monitor films brought from home, which children view at the club, such as a film about an alien invasion. The club has a distinctive Catholic ethos, which strongly contributes to the spiritual, moral, social and cultural development of all club members. Children are learning sympathy and empathy and the difference between reality and fantasy when they play computer games and watch films that are supervised effectively by staff.

There are robust selection, recruitment and vetting procedures in place in addition to meaningful staff induction and appraisals to ensure only suitable adults work with the children. The club's manager, in collaboration with another member of staff who works in other settings linked to the club, takes responsibility for overseeing the educational programme and ensuring its effective implementation. As a result, 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 students who work at the club are from a Catholic sixth form college and they are developing their confidence, responsibility,

leadership and communication skills. The manager organises regular staff meetings to ensure staff, students and the volunteer work closely together in the children's best interest. Embedded systems are in place with key persons at school to ensure relevant information is exchanged to effectively promote children's continuing care and development.

The manager and staff are committed to their work with the children. This is reflected in the low turnover of staff, from the core staff team, and staff's enthusiasm and the enjoyment they demonstrate when interacting with the children. The manager ensures that 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, such as paediatric first aid. Collaboration with parents and other professionals is strong and makes a significant contribution to meeting children's individual needs. Priorities for improvement are clearly identified through effective self-evaluation in partnership with parents and children. The recommendation raised at the last inspection was implemented straight away to improve children's welfare. Close monitoring of children's progress by staff at the club, in liaison with other key persons at school, ensures that any gaps in learning are swiftly identified. Children receive the appropriate support and interventions they need so that no child is disadvantaged. Adults 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. Feedback from parents is always valued and parents are complimentary. They fully support the tireless work of the committed staff team. At the inspection, a parent highlighted the club's strong features, including staff's responsiveness and flexibility, which enables her to continue working. Another parent made positive comments about the range of activities provided for the children who look forward to playing with friends in a welcoming, safe and stimulating environment.

### 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	508038
<b>Local authority</b>	Oldham
<b>Inspection number</b>	985750
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	110
<b>Name of provider</b>	St. Aidan and Oswald Out of School Care Club Committee
<b>Date of previous inspection</b>	06/05/2014
<b>Telephone number</b>	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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