

Holy Family Larks & Owls Club

Holy Family Catholic Primary School, Penny Park Lane, Keresley, Coventry, CV6 2GU

Inspection date	18/11/2014
Previous inspection date	23/10/2008

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		1
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 are extremely confident and thoroughly enjoy playing with their friends at the club. The indoor environment is stimulating as there is a good range of interesting resources that children are eager to use and this supports their ongoing learning.
- Staff provide a warm and welcoming environment so that children quickly feel safe and secure in their surroundings. Children are constantly supervised and cared for by caring, skilled staff. Consequently, their safety and welfare is effectively promoted.
- Children behave remarkably well because staff are very good role models. They give children clear guidance about sharing resources and being kind to others. This effectively promotes their personal, social and emotional development and helps to develop positive relationships.
- Very good partnership working with parents, the host school and other professionals, means that all children receive high levels of support.

It is not yet outstanding because

- Staff do not always plan activities in the outdoor environment to best effect during the winter months. This means some outdoor resources are under used.
- Staff do not fully embrace opportunities for children to extend their knowledge and skills of how things work through the use of mechanical and technological toys.

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 held a meeting with the provider and the manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the indoors and the outside learning environment.
- The inspector looked at a selection of children's records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full report

Information about the setting

Holy Family Larks and Owls Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school dining room and hall of Holy Family Catholic Primary School in the Keresley area of Coventry. The club serves children from the school. There is lift access internally to the school dining hall from the library and a ramp outside the main entrance for disabled access. There is an enclosed playground available for outdoor play. The club employs four members of childcare staff. All of the staff hold appropriate early years and play work qualifications at level 3. The club is open during school term time only, Monday to Friday, from 8am until 8.45am and 3.15pm until 6pm. Children can attend for a variety of sessions. There are currently 69 children attending, of whom five are in the early years age group. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to operate mechanical and technology equipment, for example, by providing toys with pulleys and remote controlled toys
- strengthen planning in the outdoor environment during the winter months, so that children consistently use the full range of resources and play experiences that are available to them throughout the year.

Inspection judgements

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

Children clearly enjoy the company of their friends and they settle quickly into their chosen activities, pursuing their own interests and play preferences. Staff are mindful that children have been at school all day and plan a wide variety of interesting activities to ensure that children are motivated and having fun. Staff plan well for indoor play and arrange team games and physical play activities in the school hall. However, the outside area is not as well organised during the winter months. This means that the good range of sports resources are sometimes under used. There is good communication between parents, the host school and the club. Staff regularly exchange information regarding children's care and learning to ensure that everyone is kept well informed. Children with special educational needs and/or disabilities are very well supported. This is because staff work effectively with parents and other professionals in order to secure early intervention and to plan for each child's individual needs. Art activities are frequently taken home by

children to share with their parents. Younger children's progress is carefully monitored by their key person and activities are planned taking into account children's individual needs.

Children self-register and all are eager to share their 'news'. For example, a child demonstrates how to make a puppet walk by controlling the strings and she allows other children to have a go. They share their views on what the puppet should be called and collectively decide on a name. Consequently, children are developing good speaking and listening skills. Children write creatively, making up stories and verses. Younger children chat about their drawings which are based on characters from their favourite books. All children are very confident communicators, eagerly sharing what they enjoy about the club with visitors. For example, a child likes the fact that they can be 'artistic' and another states that they have 'great fun'. One child designed a card for the inspector, expressing her appreciation for her visiting and taking an interest the club.

A range of reference and reading books are readily accessible ensuring that children can both enjoy stories as they relax and follow their own interests as they update themselves with factual information. These opportunities ignite children's interest in literacy and as a result, they develop good reading and writing skills. Children competently use lap tops, navigating the cursor around the screen, completing simple programmes and researching for information to help them with their homework. However, there are fewer other technology and mechanical toys for children to use in order to optimise their skills and knowledge of how things work. Children's problem solving skills are encouraged well as they learn to complete complex jigsaw puzzles and construct intricate models from small bricks. They develop some good physical skills by joining in team games in the school hall and older boys enjoy a game of football with their friends.

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

All children are extremely confident and very proud to be part of the club. There is a real buzz of activity as children enter the club, chatting to their friends and quickly settling into their play. Children show a very strong sense of belonging because staff are attentive, friendly and take a real interest in the children. In addition, staff are deployed effectively to make sure that children receive good adult attention and support. The school council admirably support new children in making friendships. They are eager to show visitors around the club and thoroughly enjoy their role. Parents are invited to attend a meeting prior to children starting the club so that they get the opportunity to ask questions and meet key persons. Staff gather useful information from parents and teachers about the children. This enables them to build on positive relationships and as a consequence, children benefit from continuity in their care and learning.

Children develop high levels of self-esteem because staff are attentive and value their contributions. At the start of the session, staff sensitively remind children of the rules that keep them safe and encourage children to include their own. For example, a child added that children should not hide behind school buildings. Children have a secure understanding of what they need to consider when using information technology equipment in order to keep themselves safe. For instance, each child has a laminated card of instructions on what to do, and what not to do when they are using lap tops in school

and at home. This successfully promotes their understanding of personal safety. Furthermore, young children know that they must wait to be collected from their class rooms and be escorted to the club. Staff consistently praise children for showing kindness to others, sharing and taking turns. As a result, children are fully aware of expected behaviour and as a consequence, they behave superbly following consistent boundaries. Children have impeccable manners and are very polite.

Children are very independent as they manage their personal care, and help to prepare and serve their own snacks. For example, children competently use serving tongs to put fillings in wraps and handle knives with great care when making sandwiches. The snack menu includes an excellent variety of healthy options. As a result, children's understanding of the importance of a balanced diet is fully enhanced. Snack times are relaxed social occasions where children sit around the table to enjoy their food and each other's company. Staff are fully aware of any children who have allergies to certain foods. These children have a well-written care plans to ensure that their individual needs are specifically met. Children have a lot of fun taking part in a variety of organised games in the school hall which supports their physical development well.

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

Staff have a good understanding of their role and responsibility to safeguard children in their care. Management ensure that the safeguarding policy is effectively implemented and shared with parents. It has recently been updated to reflect current legislation. All staff have completed safeguarding training. Thorough vetting and recruitment procedures mean that staff are suitable to work with the children. As a result, children are protected from harm. Staff have a clear awareness of keeping children safe, and of security. They conduct regular risk assessments and carry out daily safety checks both indoors and outside. Effective systems are in place so that children cannot the leave the premises unsupervised and that there is no unauthorised access to children. These processes effectively promote children's safety.

The staff team work well together and this is reflected in the happy atmosphere created for children. They are all qualified and experienced play workers. Staff are monitored effectively through regular meetings and appraisals. They discuss good practice and their personal development. As a result, their knowledge and skills are kept up to date. Secure arrangements are in place to promote fully inclusive practice. This successfully includes careful and sensitive support for children with special educational needs and/or disabilities. Self-evaluation is detailed and includes feedback from school staff, children and their parents. The views of others are taken into account to help to identify strengths and prioritise development that will improve the quality of provision for all children. For example, children requested some new scooters, and others asked if snack time could be varied so that they could still attend extra-curricular activities that take place in other parts of the school. Recommendations from the previous inspection have been addressed well. Attendance records are clearly recorded and children have a comfy area to rest and relax, if they choose to.

Positive partnerships are established with parents. It is clear, from their discussions, that they greatly appreciate and value the service provided. They comment highly about the club and the staff team. They state that they find the staff friendly and approachable and the range of activities are varied and interesting. Children comment that they have lots of fun and enjoy being with their friends. Information is shared with parents through ongoing conversations, newsletters, policies and procedures and details posted on the notice board and the website. Partnership working with other professionals and agencies is well-established and used to identify children's needs to help them make best progress. The club is seen as an integral part of the school.

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

Unique reference number	EY370339
Local authority	Coventry
Inspection number	857997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	69
Name of provider	Holy Family Larks & Owls Club Ltd
Date of previous inspection	23/10/2008
Telephone number	02476 333631

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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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