

Ollies Before and After School Club

Our Lady of Lourdes RC Primary School, Rudgwick Drive, BURY, Lancashire, BL8 1YA

Inspection date	27/11/2014
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Staff develop warm and caring relationships with the children. As a result, children enjoy attending the club and play happily with their peers.
- Partnership with the host school is well established. Daily feedback is exchanged which effectively promotes continuity in children's care and learning.
- Safeguarding arrangements are sound because staff understand their responsibility in promoting children's welfare. As a result, children are kept safe and secure.

It is not yet good because

- Staff supervisions are not in place in order to begin a culture of self-reflection and to further build the quality of practice.
- Self-evaluation does not use sufficiently challenging criteria in order to identify areas for improvement to develop the service and raise the quality of care and learning on offer.
- Arrangements are not fully in place to give parents information about how school learning is complemented in the club to enable them to support their child further at home.

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 and the manager observed and discussed activities in the main room.
- The inspector held a meeting with the provider.
- The inspector spoke to staff, children and parents.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at policies, procedures, risk assessments, evidence of staff suitability and children's learning records.

Inspector

Layla Clarke

Full report

Information about the setting

Ollies Before and After School Club has been registered since 2002. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from Our Lady of Lourdes Primary School in the Brandlesholme area of Bury. It provides before and after school care and holiday care for children who attend the host school. The club operates from a single classroom located in the school playground along with additional space in the school hall, the resource area and the computer room. Outdoor play is provided in the school playground. The club operates from Monday to Friday, 7.30am to 8.55am and from 3.15pm until 6pm during term time. During school holidays the club operates from 8am until 6pm. There are four members of staff who work directly with the children. Of these, three members of staff hold an appropriate early years qualification at level 3 and one member of staff holds a qualification at level 2. There are currently 70 children on roll, of these six are within the early years age range. The club supports children who have special educational needs and/or disabilities. Children attend for a variety of sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement appropriate supervision and performance evaluations, to identify individual training needs, to secure opportunities for continued professional development for staff.

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

- extend self-evaluation through careful monitoring and analysis of the quality of the provision and identify targets for improvement that will raise children's achievements over time
- find further ways of sharing information with parents about how children's school learning is complemented in the club so that all parents are able to support their child's learning further at home.

Inspection judgements

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

Children select from suitable resources which are set out to encourage children to choose for themselves. Staff encourage children to make decisions about where they would like to

play and what they would like to do. For example, there is a designated area for role play. Children pretend they are in a shop and use real money to buy items from the shopping list that they make, using pencils and paper. Staff provide children with a separate cosy reading area where children are able to have quiet time and relax after their school day. There is an area designed for children to complete their homework and staff are available to support children with this. Staff provide creative activities for children, such as finger painting, and children explore a range of media and materials, as they create Christmas cards. This means that children are developing their creativity and critical thinking skills as they choose materials for their own purpose. As a result, children are happy and motivated learners who are developing their independence. Consequently, all children, including children with special educational needs and/or disabilities, are acquiring some of the skills that they need for the next stages of learning.

The majority of the staff in the club also work in the host school. As a result, staff are aware of the learning that is taking place in school and plan activities to complement this. For example, the school celebrated the anniversary of World War One, therefore the club planned activities around this celebration. As a result, there is a consistent approach to the learning taking place both in the school and in the club, as activities are more meaningful to promote children's learning. Staff carry out observations on younger children who attend the club, which allows them to plan for children's next steps in their learning and development. Staff communicate with parents each day so that they are aware of the activities and are kept up to date with what their children have been doing. However, information sharing with parents about how the children's learning in school is enhanced through activities in the club is not fully in place. Therefore, parents are not fully informed about how they can further support their children's overall learning at home.

Children are able to help with the planning process as staff find out what children's current interests are and use this feedback to plan activities that they know children will enjoy. For example, children request a quiz session and delight as staff ask them questions and wait for them to answer. This also supports children's communication and language skills as they are able to think about, and formulate, a response. Children's physical development is supported by staff who provide computer games where children are able to dance and complete sports activities. Furthermore, children have access to a large outdoor area where they can make larger body movements. This means that children are developing their physical skills through a range of activities.

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

Promoting children's personal social and emotional development is a key-strength of the club. The well-established staff team are friendly and caring. As a result, all children are very happy and content and they move from the school into the club with ease. Staff obtain useful information from parents about their children when they first start. For example, staff find out children's likes and dislikes and information regarding any dietary requirements. As a result, children's individual needs are well met. Older children complete an All about me booklet which means that staff are able to effectively support children to

settle in. Staff encourage children to discuss and draw their favourite toy and display the pictures around the room. Furthermore, children have access to individual lockers where they can store their personal items. As a result, children are emotionally secure and are developing a strong sense of belonging. Overall, children have access to a good range of resources and equipment, which are safe and suitable and help to keep children occupied.

Children behave well as staff act as positive role models who reinforce praise and use positive language. For example, staff explain to children that they must not run around while holding a pen as they may hurt themselves. Furthermore, children are rewarded with house points for positive behaviour, which results in them being given a small treat, such as a new pencil. Children are also rewarded through activities and events such as a cinema night where they delight in watching a film and eating popcorn.

Children learn about healthy lifestyles as staff discuss healthy meals with them during snack times. Children have plenty to drink and can access drinks independently throughout the session. Younger children are gaining a sense of responsibility as staff give them tasks, such as handing out cups and plates during snack time. Older children support younger children when serving food as staff explain to the younger children that the food is hot. As a result, children are gaining an understanding of risk and are learning how to keep themselves safe. Staff teach children about positive hygiene routines as they encourage hand washing and also use hand sanitiser before eating. Consequently, children are developing an understanding of healthy hygiene practices. Children's physical health is supported through daily access to outdoors where children are able to climb and balance, run in and out of cones and use a range of large equipment. Staff explain the benefits of being active to children and as a result children are gaining an understanding of the impact that exercise has on their bodies.

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

The manager demonstrates a sound knowledge of her responsibilities in meeting the safeguarding and welfare requirements. Safeguarding procedures are followed and all staff have accessed safeguarding training. As a result, staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. There are relevant systems in place for recruitment and selection and the manager ensures that staff are suitable to work with children. For example, all staff have had Disclosure and Barring Service Checks undertaken. Policies and procedures are reviewed and are shared with staff and parents. Risk assessments are carried out regularly to help to minimise any potential risk and help to ensure that the environment is safe and suitable for children to play in. All documentation, such as the children's register, accident and incident recording and medication recording is in place which further supports children's well-being.

The manager works alongside staff and is able to observe practice. She speaks with staff to gain their feedback on children's activities and staff have access to a training brochure

and consequently are able to request that they attend training courses which appeal to them. However, there is no system in place for monitoring staff performance through appraisals, supervisions, coaching and mentoring. This means that staff are not well supported to continue their professional development and improve the overall quality of their practice. The manager has an awareness of the strengths of the setting and has identified some areas for further improvement. She involves children and staff in some aspects of evaluating the provision. For example, she finds out what activities children enjoy and will include these in the daily plans. However, the self-evaluation lacks rigour to ensure that the identified areas for improvement are focused and sufficiently well targeted to drive improvements and improve the quality of care and learning on offer.

The majority of the staff work in the host school which means that there is consistency between the school and the club. Staff talk to the teachers each day and share relevant information, which can be passed on to parents. Staff find out about activities that are taking place in school and use this information to plan activities to complement the learning taking place in the club. Staff speak with parents daily and share information, such as what children have enjoyed, any information from school and what children have eaten. However, the information about how children's learning at school is being promoted in the club and how parents can support this at home is not yet fully effective. Parents speak highly about the staff and comment that they are very approachable. Furthermore, parents say that their children enjoy coming to the club and that they are confident in the care provided.

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	EY240710
Local authority	Bury
Inspection number	870090
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	70
Name of provider	Ollies (Our Lady of Lourdes) Committee
Date of previous inspection	10/12/2008
Telephone number	0161 761 2026

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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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