

# St Mary's Out of School Care

St. Marys C of E Primary School, School Lane, AMERSHAM, Buckinghamshire, HP7 0EL

## Inspection date

07/01/2015

Previous inspection date

02/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff encourage children's independence skills; they support them to make their own choices in play and to do things for themselves.
- Children build good relationships with staff and other children. As a result they enjoy their time and activities at the club.
- Staff liaise with the school and parents to meet children's individual needs so children feel settled and confident in the environment.

### It is not yet outstanding because

- Staff do not fully extend children's imaginative play, for example, by providing dressing-up clothes.

## 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 manager.
- The inspector observed children's play both indoors and outdoors.
- The inspector examined a range of documents including policies and procedures.
- The inspector talked with some parents, children, staff and the manager.

## Inspector

Farzana Iqbal

## Full report

### Information about the setting

St Mary's Out of School Care is one of several provisions run by the Buckinghamshire Healthcare NHS Trust. It was registered in 2006 and operates from various rooms within St Mary's C of E Primary School, Amersham, Buckinghamshire. It is open each weekday, during school term times from 8am to 8.50am and 3.05pm to 6pm. The holiday club operates during selected school holidays from 8am to 6pm. All children share access to a secure enclosed outdoor play area. There are currently 74 children on roll, 20 of whom are in the early years age group; some children are over eight years of age. Children who attend during term times are mainly from the school. During holiday times the group is also open to families of the hospital trust members. There are six staff members plus the Officer in Charge, who attends on a regular basis. St Mary's Out of School Care is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The manager has a level 6 qualification in early years.

### What the setting needs to do to improve further

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

- improve the range of resources to enhance children's imaginative play.

### Inspection judgements

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

Staff organise resources and prepare the playroom so that activities are ready and welcoming for children when they arrive. This means children can see what is on offer and choose their play. Staff provide children with a range of activities that effectively supports their interests. Younger children enjoy imaginative role-play with small world toys and dolls. However, there are no resources for dressing up clothes to further extend their imaginative role-play. Children take turns in small groups to help a member of staff prepare their snack, for example, cutting the vegetables and toppings for the sandwiches. This helps to promote the children's independence as they learn to do things for themselves. Children select from resources which are set up and stored for easy access. Staff encourage the children to make free choices about what they would like to do. Staff support children with their homework and encourage them to solve mathematics problems using counters.

Children enjoy construction activities such as building model cars and planes. Children work well together and discuss their ideas with each another and staff. They concentrate well. Staff use open questions with children to extend their thinking. Activities such as this help to develop children's mathematical development and expressive arts and design skills. This builds the children's self-esteem and communication skills, as they share their ideas

and use describing language to help staff understand what they are doing. There is a quiet area in the playroom where children can read books and relax on bean bags as they happily chat with their friends.

Staff use their knowledge of how young children learn to plan activities and arrange the environment to reflect children's interests. They work with the schools that children attend, to provide fun activities in the club. Children particularly enjoy a range of fun games outdoors that staff provide for them. For example, children play team-building games such as cricket, football and tag. Staff encourage them to use their knowledge to negotiate rules and develop their social skills as they work together to reach a common goal. Children practise their coordination skills as they balance on climbing equipment. They have good opportunities to learn about social skills, such as taking turns in conversations with staff and their friends. As a result, this develops their social relationships with others. Staff's involvement in activities is sensitive and respectful. They offer children challenge and extend their learning but also know when to step back so that children can develop their independence and lead their own play and learning.

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

Children are happy and secure. They make good friendships with other children. The friendly staff form positive and trusting relationships with the children. When children start at the club, staff collect information from their parents about their children's interests and needs and they work together to ensure they meet the children's needs so they settle well. The younger children from the reception class arrive before older children. This provides opportunities for staff to discuss the children's day with the teacher and share any information to feed back to parents. It also gives children time to settle, eat a snack, and engage in their chosen activities. Staff are caring towards children and give attention to new or younger children to help them feel secure. Staff are allocated key children to ensure their well-being and individual needs are met. They supervise young children effectively so that they are safe and well supported during routines such as toileting and snack time. Good utilisation of staff means that extra support is available to children if they need it.

Children behave well because they know and follow the club's rules. Staff are sensitive to children's emotional needs and manage children's behaviour in a positive way. They are good role models for positive behaviour. Consequently, children learn effective ways to manage their feelings. Staff teach children to take responsibility for their personal safety. For example, regular fire drills take place so that children learn to evacuate the premises quickly and safely in an emergency. Staff promote children's health well by providing balanced and healthy snacks. Children demonstrate a good understanding of hygiene procedures as they help with food preparation and snack times. They enjoy opportunities to play outdoors and they benefit from fresh air, with the choice to run around in the playground after a busy day at school. Staff play ball games with children, which teaches them about rules and allows them to exercise and practise their physical skills.

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

Staff have a good understanding of their roles and responsibilities to protect children from harm. All staff complete regular and ongoing child-protection training with the Trust to keep their knowledge up to date. Management maintains comprehensive policies and procedures, which they share with all staff during their induction. Policies are available to parents so they are aware of the procedures staff follow to keep their children safe and well looked after. There are secure recruitment and vetting procedures in place to make sure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications in childcare. Management monitors the delivery of activities well, which ensures that all children are supported to make good progress in their overall learning and development. Staff are aware that children have been at school all day and highlight that their time at the club is for them to have fun, enjoy the active play or engage in relaxing activities. Through planning, they include a range of activities and experiences that cover all areas of learning and offer children independent choices linked to their interests.

Self-evaluation is developing well as management have started to use a quality improvement plan to target areas for development. This includes gathering the views of parents, staff and children. Staff monitor children's interests each week and actively seek children's opinions for play ideas. This means the club has a sound awareness of what they do well and areas to focus on to promote continuous development.

Overall, partnerships with parents and the school the children attend are good. Parents comment positively on the 'flexible staff team'. They state that they are 'very pleased that children are always happy'. Staff communicate with parents daily so they are aware of what their children have been doing and also keep parents informed through newsletters and information on the display board.

### **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>	EY338405
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	834889
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Buckinghamshire Hospitals NHS Trust
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	01494 734 251

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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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