

St Marys Catholic Primary School

Inspection report for early years provision

Unique reference number EY393584
Inspection date 06/05/2010
Inspector Linda Filewood

Setting address St. Marys Catholic Primary School, Broadgate Lane,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Mary's Catholic Primary School out-of-school club was registered in 2009 and is part of 4Children, a charitable organisation which has provisions across England. It operates from the school premises in Horsforth, a suburb of Leeds and serves children who attend the local schools. The provision has use of three rooms: the dining hall, the hall, the IT suite and associated facilities. There is an enclosed outdoor play area. The provision is open from 7.30am to 9am and 3pm to 6pm during term times and 7.30am to 6pm in school holidays.

The provision is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children aged from four to eight years may attend the provision at any one time, of whom all may be in the early years age group. There are currently nine children in this age group on roll. The provision also cares for children aged from eight to 11 years.

There are four members of staff, three of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good levels of care and make positive progress in their learning and development. The setting is welcoming to all children and staff, effectively supporting each child to participate in activities which meet their individual interests and capabilities. There are effective arrangements to ensure children's safety and health. However, the provision fails to comply with regulation by not specifically requesting written parental permission to seek any necessary emergency medical advice or treatment, should it be necessary. Staff form friendly relationships with parents and work closely with schools to ensure they meet the children's individual needs. They have an accurate understanding of the strengths and weaknesses of the provision and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 20/05/2010

To further improve the early years provision the registered person should:

- improve the range of resources available to children, particularly to support children's understanding of disability.

The effectiveness of leadership and management of the early years provision

Staff show a clear understanding of the procedures to follow if they have any concerns about a child and this ensures children receive good protection. They refresh their knowledge regularly through training on child protection issues and on first aid. Parents receive clear information about the procedures in place to safeguard their children's welfare. Recruitment procedures are robust and ensure that suitably qualified staff, who are appropriately vetted, look after the children. Children play safely and securely in a clean, well-maintained environment. The outside door is secure when the session is in progress and visitors sign a visitors book on entry to the provision. Clearly written risk assessments identify any potential risks. The children regularly practise the fire drill with staff and help in developing the club's safety rules. This gives them a good understanding about protecting themselves. Staff check equipment and areas used by the children daily to maintain their safety.

There is generally sufficient play equipment suitable for the ages and numbers of the children attending to enjoy their play. Children have access to a suitable range of toys, games and resources to support their understanding of the wider world, but there is a limited selection that reflect disability. Children benefit from well-deployed staff, who interact effectively with the children, especially during games and craft activities to offer help and encouragement. Staff organise the available space appropriately to ensure children are able to move freely and safely. Children have the advantage of a large indoor area so that they can enjoy physical activity when it is not suitable for them to play outdoors.

The provision works well alongside the school to complement the schools activities. This ensures that each child progresses well in their learning and development, in relation to their starting points and capabilities. The partnership with parents and carers is good. Staff gather relevant information from parents on registration so that they are aware of each child's individual needs. They communicate well with parents so that they are aware of their child's activities and their child's learning record. There are plenty of notices and displays, for example, the menu and the provision's planning. They also receive a regular newsletter. The provision shares its comprehensive range of policies and procedures relating to the operation of the setting with parents. However, the written emergency procedures and signed parental consents do not specifically give staff permission to seek any necessary emergency medical advice or treatment. This is required under legislation to safeguard the children's well-being.

Staff show good commitment to updating their knowledge and developing skills through the completion of relevant training and this enhances the care the children receive. They demonstrate a positive attitude towards continuous improvement in order to improve the outcomes for children. The staff team use a range of ways to

monitor the quality of the provision they provide. These include parents' and children's feedback, a self-assessment process that all the staff contribute to, and good support from the organisation's quality assessor.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and secure in their environment and they play well together in a mixed age range. Young children are becoming confident and communicate well with staff and each other. Staff work well with the children in small groups to enhance the activities through play and conversation. The warm, friendly relationships ensure that children quickly become involved in activities, which engage their interest and develop their learning. The children respond well to the staff's positive interaction, praise and encouragement and this enhances their confidence and self-esteem. Staff provide resources, craft activities and games that they know interest the children and supply more to offer some variety. There are defined areas for children to access a range of activities and a comfortable area for them to enjoy a book. However, the range of books is very limited. Many children enjoy craft activities, they use pencils and paint brushes with confidence and ease and carefully transport their wet painting onto the drying rack. Young children show good imagination and talk about their picture. For instance, they describe that they chose white paint for the moon, yellow for the stars and continue to explain that their other picture is of the sun going down.

Staff involve all the children in planning activities, based on their interests. Each child has a key worker who observes the children's play. They particularly ensure that the observations of the children in the Early Years Foundation Stage age group identify any next steps in the children's learning. This ensures that the young children make continued progress. Observations are very clear and informative, and staff are fully aware of any extra support each child may need.

Children's behaviour is good. They frequently share and take turns in games, and when using tubes, funnels and containers when playing in the water. Children chatter together as they play and use mathematical language readily in conversation. For instance, they discuss having to reach up high to pour water carefully into a funnel and understand the consequences of letting too much water flow. Children have some opportunity to use information and communication technology and to develop skills that they will need for their future learning. They cooperate and negotiate well with each other and have many opportunities for responsibility and being independent. All children help to write the club behaviour rules and discuss them with staff. Staff remind children of the boundaries before taking trips to a park so that they know how to keep themselves safe. Children make healthy choices as they enjoy their food. Staff discuss the importance of eating healthily with the children so that they know which foods are good for them. Young children are becoming independent in buttering their toast and handling a knife safely. Staff follow clear health, safety and hygiene guidelines, policies and procedures, which support the children's well-being. Children are familiar with routines regarding hygiene and know, for instance, that they must wash their hands before eating and after using the toilet. Staff plan opportunities

for physical exercise into the sessions. Children enjoy playing with skipping ropes, a parachute or a team game of rounders in the fresh air, but also have space to enjoy physical play indoors on dark evenings or in inclement weather.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met