

St Mary's RC Out of School Club

ST MARYS RC PRIMARY SCHOOL, Webbs Wood Road, Bristol, BS32 8EJ

Inspection date

Previous inspection date

07/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children benefit greatly from the positive interactions by enthusiastic staff. They develop strong partnership working with the school to enable children's individual needs to be met successfully.
- Children enjoy a variety of experiences both inside and outdoors.
- Staff provide a safe environment for children to explore independently.
- Children behave extremely well as they involved in establishing club rules so that they are clear on expectations and boundaries.

It is not yet outstanding because

- Due to the storage of resources, children are not always sure what is available to them so that they can make independent choices about their play.

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 observed children playing inside and outdoors.
- The inspector offered a joint observation to the manager.
- The inspector observed children completing a fire drill.
- The inspector spoke with children, staff and parents at convenient times.
- The inspector sampled a range of documentation including self-evaluation, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

St. Mary's Out of School Club registered in 2014. It is a privately owned club; one of four in the chain. The club operates from St Joseph's centre at St. Mary's Roman Catholic Primary School in Bradley Stoke, South Gloucestershire. Children attending the club have access to the community centre room, Jubilee room and toilet facilities. Children have access to the school playground and field for outdoor play.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll; of whom seven are in the early years age range. The club operates from 3.30pm until 6pm each weekday during term time only. The owner of the club is a qualified teacher and is supported by four staff; all of whom have early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- further improve children's opportunities to choose resources independently.

Inspection judgements

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

Staff take time to get to know the children in their care so that they can plan experiences to support them to develop further. They talk to the children about their interests and ensure these resources are readily available. They make regular observations of children's involvement in activities. This enables staff to plan future activities which interest children and support their learning. There are ongoing discussions with the reception class teacher to promote continuity in care, learning and development, such as consistent behaviour management strategies. This supports children's emotional well-being effectively.

Staff facilitate learning well. They provide children with a broad range of materials so that they can develop creatively, such as to make a football pitch with paper people and a fabric handbag. Children manipulate the play dough well showing good fine motor skills as they stretch, roll and cut the dough using a range of tools purposefully. Children confidently operate the computer to complete a game. They listen carefully and follow instructions well. Positive interactions from staff support children to resolve conflicts independently, such as to take turns to play the game. Children make a list and decide how many minutes they should each have. They write their own name clearly with the change over time. Children are confident to ask older children and adults questions to clarify their understanding.

Children have good opportunities to play outside. They negotiate pathways well on the scooters adjusting their speed to avoid collisions. Children demonstrate good hand-eye coordination as they play a game of tennis. Staff praise children's achievements consistently ensuring that they understand what they have done well. Children talk about the effects exercise has on their bodies commenting that they feel tired and out of breath. Children show a positive attitude to learning explaining that they need to practice more to be good at tennis.

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

Children behave well at the club as they have formed respectful relationships with staff. Children are involved in developing the club rules so that they are clear on expectations and boundaries. Children enjoy their time at the club and are very proud of their achievements. For example, children are keen to share their personal folders that include information about their interests, photographs of the activities they engage in and conversations the children have had with their key person. This demonstrates children's flourishing communication skills. Generally, the room is well organised to meet children's needs including a comfortable area for children to sit and relax. However, toys and resources are stored in a cupboard, which, for safety reasons, children do not access. This means that less confident or new children are not aware of what is available so that they cannot make independent decisions about their play.

Children demonstrate good understanding of how to keep themselves safe when they complete a routine fire drill. They remain calm walking to the assembly point and ensure that new children are clear on the procedure. Staff supervise children well as they engage in activities that have potential risk, such as roller-skating. Staff teach children about safety reminding them to wear protective knee and elbow pads. When accidents occur staff provide appropriate first aid treatment and record the accident to share with parents at collection.

Children benefit greatly from healthy and nutritious snacks as they arrive at the club, such as a fruit and raw vegetable platter. These are prepared in a clean kitchen by a member of staff who holds an appropriate food safety qualification. Children choose which toppings they would like on their toast or crumpets and demonstrate good independent skills using knives safely to spread the topping. All children are invited to visit the snack table and staff ensure that all children have had a drink to maintain their well-being. Children have good understanding of hygienic practices explaining why they need to wash their hands before they eat and why they wipe tables clean. Children enjoy mixing with children of different ages and, as a result, develop good social skills.

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

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are well-written policies and procedures, which underpin

these requirements and staff implement these effectively, such as the use of mobile phones and social network sites at the setting. There is an accurate record of children's attendance, which staff regularly monitor as parents and/or carers collect. Thorough risk assessments of areas used by the children ensure that the environment is safe. There are robust systems in place to ensure that staff are suitably qualified and vetted. Staff are involved in regular appraisals, which monitors their performance and training needs effectively. Staff have good understanding of child protection issues and their responsibility to report any concerns they have about a child. This includes working collaboratively with the school and key agencies.

Staff develop positive relationships with parents so that there is a regular two-way flow of information, such as which adults are authorised to collect children from the club. Staff involve parents in children's learning well, such as developing a map of the countries children have visited and where their family originate. There is a well-sited notice board, which provides parents with key information about the club. This also includes photograph albums of the activities children enjoy. Parents complement the club, especially for the positive interactions of staff and the outdoor experiences. There are strong links with the school. The key person speaks regularly to the reception class teacher about interests, friendships and their next steps in learning so that they can complement the delivery of the learning and development requirements of Early Years Foundation Stage.

Staff have a positive attitude to self evaluation in order to maintain continuous improvement. They regularly attend staff meetings across the four provisions to share good practice. Staff are beginning to involve children further in self-evaluation, such as a wishing tree for the children to add their ideas for future activities. The strong staff team have worked together to identify key areas for improvement. For example, they intend to extend multicultural ideas, involving children and parents in developing a recipe book of foods from around the world. In addition, they have plans to enable the sharing of the languages spoken by the children and their families.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY474688
Local authority	South Gloucestershire
Inspection number	952204
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	26
Name of provider	Catherine Anne Purchase
Date of previous inspection	not applicable
Telephone number	07740870418

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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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