

# St Marys Out of School Club

St. Marys Catholic Primary School, Broadgate Lane, Horsforth, LEEDS, LS18 5AB

<b>Inspection date</b>	15/08/2014
Previous inspection date	06/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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 are encouraged to develop good relationships with other children and with the small and caring staffing team. Staff create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club and feedback from parents is complimentary.
- Staff have a good understanding of how children learn through play. Through effective teaching they encourage children to plan activities, which build on their interests and what they can already do. As a result, children are confident, well-motivated and make good progress in their learning.
- Management and staff have a good understanding of how to effectively safeguard children. They know and implement the club's safeguarding policies consistently. Staff are vigilant about children's safety and are calm and consistent. This effectively promotes children's well-being.
- Children attending the club are confident and independent. Children's opinions are sought on all matters that affect them. This gives them a real sense of ownership of their club and promotes their emotional well-being.

### It is not yet outstanding because

- There is scope to enhance the outdoor provision by providing resources to maximise children's already good outdoor learning experiences.

## 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 activities in the main hall and the outdoor play area.
- The inspector talked to children and practitioners and held discussions with the manager during the inspection.
- The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers from information included in the club's own parent survey and the settings self-evaluation form.

## Inspector

Julie Jones

## Full report

### Information about the setting

St Mary's Catholic Primary School Out Of School Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Horsforth area of Leeds and is part of 4Children, a charitable organisation which has provision across England. The out of school club serves the local area and is accessible to all children. It operates from two play rooms and the information technology suite and there is a fully enclosed area available for outdoor play. The out of school club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. One member of staff holds an appropriate level 6 qualification. 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 out of school club opens Monday to Friday all year round, except for one week at Christmas. Children attend for a variety of sessions. There are currently 66 children on roll, of whom 14 are in the early years age group. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The out of school club offers a drop off and pick up service to Broadgate Nursery School.

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

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

- enhance the opportunities for children in the outside area, by providing a wide variety of open ended resources to further promote children's already good learning and development.

### Inspection judgements

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

Children are confident and happy at the club, which provides a warm and relaxed atmosphere. The children interact positively with each other and with the staff. They are highly motivated and join in activities enthusiastically. Staff gather sufficient information before children start to help promote their learning and keep them safe. The small staff team know the children very well and they ensure that they provide a service that meets children's individual needs. Children have a strong sense of belonging and they talk warmly about the different opportunities available to them at the club. Staff enthusiastically join in with children's play, providing good opportunities for children to interact and develop their social skills, while also modelling positive behaviour. This effectively complements the learning that takes place in school. As a result, all children, including those with special educational needs and/or disabilities and English as an additional language, develop positive attitudes towards learning and gain some of the skills that they need for the future.

Staff encourage all children to participate in the clubs planning. As a result, activities focus on individual children's interests and what they know and can already do. Staff expertly use a range of effective teaching strategies to promote children's learning and development. They ask open ended questions, use rich language and develop meaningful conversations with children about their interests and chosen activities. The excellent, use of open-ended questions encourages children's thinking skills. For example, the staff encourage children to think about how they could build a bridge in the sand tray. As a result, children are confident communicators, as they excitedly share ideas to extend their play with staff. The club has a wide variety of open-ended resources indoors, including opportunities for children to be physically active. Although children enjoy spending time outdoors staff do not always use this area to its full potential. They do not consistently provide children with a wide range of open-ended resources. This means that, opportunities for children to further develop their creativity and imagination are not fully maximised.

Staff provide very good opportunities for children to practise their early literacy skills. For instance when playing in the sand tray, staff ask children if they can anticipate which letter they are writing in the sand. The children enthusiastically start to join in and spell out familiar names. Staff share their enthusiasm and continually offer praise and encouragement. As a result, children are confident learners and are developing their writing and reading skills and this supports their learning at school. Staff inform parents about the activities that their children have enjoyed at the club verbally on a daily basis.

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

Children develop very good relationships at the club with staff and other children. The staff successfully create a good sense of belonging in which children feel welcomed and safe. For instance, children help to create displays, in the entrance, showing previous activities that they have enjoyed. This creates a positive play and learning environment. Children demonstrate that they feel safe and secure by confidently exploring the range of resources on offer. Staff use their good knowledge of children's interests, as they enthusiastically engage in their conversations. Children excitedly share stories and talk to staff about their interests at home. As a result, children are highly motivated and emotionally secure within the club.

Staff are good role models, they are calm and enthusiastic and give high levels of effective praise and encouragement to children to build their confidence and promote their self-esteem. They encourage the children to work cooperatively using a variety of highly effective strategies to promote positive behaviour. For example, they consistently use age appropriate language to discuss with children how they can use their voice to resolve disputes. Therefore, children are learning how to manage conflict appropriately. Staff continually praise children for making good choices when they are kind and when they share. As a result, their personal, social and emotional development is effectively supported.

All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle. Children's welfare is

effectively promoted because staff use daily risk assessments to identify and minimise potential risks. Staff support children to learn how to keep themselves safe. For example, the staff skilfully know when to intervene and when to let children explore independently. They sensitively remind children to take extra care when balancing on the beams and logs in the outdoor area. Consequently, children are learning to manage risks in their play and are developing very good skills for the future. Snacks are healthy and nutritious. Staff provide a wide variety of fruit and children have access to drinking water. Children's independence is consistently very well promoted, as staff encourage children to pour their own water and manage their own self-care needs, gently reminding them to wash their hands. This further promotes their understanding of being healthy. Meal times are a good opportunity for social interaction. Staff sit with the children and they use this opportunity to talk to them about the activities that they have enjoyed. This gives children an opportunity to talk about their interests and staff use this to plan activities for the afternoon. The friendly environment and knowledgeable staff support children's good overall development. As a result, children are settled and enjoy their time at the club.

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

The management and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. Comprehensive policies and procedures are in place and these are well maintained and made available for parents. This helps to ensure that parents know how the club operates. The building is secure and checks are made on anyone entering the building. Staff members ensure that children are supervised at all times, which contributes to promoting children's welfare. Children are effectively safeguarded because the staff are fully aware of, and are sensitive to, potential and actual harm to children. All staff are aware of how to deal with safeguarding issues and understand the appropriate action to take to support the children in their care. This contributes to keeping children safe and secure. Appropriate arrangements are in place for the use of mobile phones and cameras. All accidents, incidents and safeguarding concerns are reviewed monthly by the management. This helps to ensure that children are safe and protected. Recruitment procedures are robust and in line with good practice guidance. This ensures that all staff are vetted and that they are suitable to work with children. There are good links in place with the school staff to ensure the security of the children. For example, the youngest children are escorted to and from their classroom by the staff. This ensures that necessary information regarding children's well-being is shared on a daily basis.

The management and staff are committed to providing children with good quality care and learning and this is reflected in the settings self-evaluation form. All staff have annual performance appraisals. These are used by the management and staff to reflect upon the quality of the club and identify any training needs. As a result, staff attend appropriate training that supports them to meet the club's priorities. There is a well-established programme of supervision, which ensures that the quality of teaching is monitored regularly and under performance is tracked effectively. This impacts positively on the care, learning and support for children.

The clubs engagement with parents is positive. Parents' views are gained through questionnaires, in which their responses are evaluated. This further helps the staff to improve the service. Parents express complimentary comments about the club on the questionnaires. The staff liaise with parents and carers, talking to them about their children's needs and exchanging information regularly. There is a wide array of information displayed on the notice boards in the entrance hall. This helps to keep parents fully informed of future events and the settings planning.

### **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>	EY393584
<b>Local authority</b>	Leeds
<b>Inspection number</b>	873997
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	66
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	06/05/2010
<b>Telephone number</b>	011325 84593

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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