

# St.Paul's Out of School Club

Inspection report for early years provision

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**Unique reference number**

502200

**Inspection date**

01/12/2011

**Inspector**

Marina Anna Howarth

**Setting address**

St. Paul's Church Hall, Plantation Street, Accrington,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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 Paul's Out of School Club was registered in 2001 and is registered under a Management Committee. The group operates from St Paul's Church Hall on Plantation Street in Accrington, Lancashire. Children have access to the main hall, outdoor playing fields and associated facilities.

The group is operates from Monday to Friday from 7.40am to 8.45am and 3.15pm to 6pm, term time only. The group is registered by Ofsted on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The group may care for no more than 24 children under 8 years; of these not more than 24 may be in the Early Years age group. There are currently 26 children on roll.

There are three core members of staff employed to care for the children including the manager. All of whom hold early years qualifications to level 3 or above. Volunteers and committee members are also available in emergencies and staff absences.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in a highly motivating and stimulating environment as they are cared for by attentive, experienced staff. Children are making excellent progress given their age, ability and their starting points. Overall, effective systems of communication with the children, parents, school and other agencies, ensure that any priorities for future development are identified and acted upon. This results in a service that is responsive to the needs of all its users. Strong leadership, rigorous monitoring of practice and robust self-evaluation systems ensure that plans for the future are well targeted and improvements continue to be made where they have the greatest impact on the children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems enabling parents to contribute to their child's learning and development record
- continue to develop partnerships with other settings and groups in the community.

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

Highly comprehensive policies and procedures required for the safe and efficient management of the setting and to effectively meet the needs of young children are in place. Comprehensive knowledge of safeguarding issues amongst the staff ensures that children's welfare is prioritised. All staff attend training in child protection and are aware of procedures to follow in event of any concerns arising. Extensive recruitment and vetting procedures ensure that staff are highly suited to work with children and extensive opportunities for them to attend a variety of training builds and enhances their childcare knowledge. Experiences provided are securely based upon children's interests and abilities, which means that each child is fully included. All required written records, such as comprehensive risk assessments, are detailed and regularly reviewed. The premises are secure and risks effectively minimised to fully maintain children's safety as they play.

The environment and accommodation is conducive to supporting children's continued learning and development, it is looked after well and maintained to a high standard. It is planned thoughtfully enabling children to choose what they do from a range of interesting resources and exciting activities. As a result children clearly benefit and thrive and demonstrate a strong sense of belonging. Children clearly convey their delight in attending the setting expressing comments, such as, 'I love being here and playing with my friends' and 'we love coming here because it's our club and we always get to choose what we want to do.'

All staff are clearly motivated in ensuring that high aspirations for quality remain paramount and this is evident through effective systems of ongoing development. The self evaluation of the provision is extensive and involves staff, children, parents, the management committee and the local school. Actions taken to improve the setting are well targeted to have a considerable impact in bringing about sustained improvement. Since the last inspection the premises has been completely refurbished and extended providing much more space for the children, who are actively involved in how the extra space is used. Previous recommendations have been implemented effectively and new targets for improvement are currently being implemented, such as the installation of laptop computers and an interactive light board.

Parents and carers are extremely well informed about the settings policies and practices and about their child's progress and activities taking part in the provision, through a variety of effective systems of communication. Close established partnerships ensure that children's individual needs are fully met and respected. Parents, when spoken to, express their delight in the motivating, stimulating experiences that are offered to their children. They speak highly of the staff team and strongly express that their children are highly nurtured as well as being educated.

The setting is highly committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's

learning and welfare with the local school ensuring continuity of care. However, this is an area to be further enhanced to involve other organisations in the community.

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

Children make excellent progress in all areas of learning because all staff are skilled in using their wealth of understanding of the Early Years Foundation Stage to extend their learning and development. Children receive rich, varied and imaginative experiences that meet their individual needs exceptionally well. Thorough initial assessments ensure that staff are aware of children's interests and capabilities. This information is used along with information gained from the parents to build on what the children already know and plan for their continued development. Children are extremely well supported by staff who are very skilled at encouraging them to extend their experiences and engage them well during their play. For example, they assist children in building a tall tower with a number of bricks, encouraging them to count and identify how they can make the structure stronger. Children independently access what is on offer. They move freely around the environment and become enthusiastically involved in activities such as creating pictures using colourful foam or threading the foam onto string where they create bracelets and necklaces. Activities provide children with important recreational time after the school day, they confidently request specific resources they want to play with, such as a note pad and pen to create a list. They relax on large beanbags conversing with each other or looking at books. They create puppets by recycling old socks and learn about outer space as they create rockets from tubes and plastic containers.

Planning is flexible and adapted in line with children's ideas or encompassing significant home events, such as birthdays. Staff take an active interest in what children do and their experiences at home and children delight in sharing what they have been doing or forthcoming events. Regular discussions take place to discuss themes and children's interests and the development of new resources. For example, some children expressed their delight in receiving a playhouse for Christmas, so staff found out the make and model and purchased the items for the setting. Games that encourage children to problem-solve, work together and take turns are available. Children are given extensive opportunities to develop a very good understanding of the world around them, as they investigate and explore objects and materials. They enjoy participating in a variety of creative activities where they make small worlds using a variety of fabrics and tactile materials. They are developing good skills in using technology, such as game consoles and digital cameras where they take photos of activities they particularly enjoy or creations they have made. Children love to express themselves in the form of drama and role play. They use small world animals and create habitats which they describe as a 'jungle forest' and play co-operatively with their peers developing a story of adventure. Children enjoy singing and dancing, which is often lively and interactive. They produce shows for each other and participate in talent shows. Children clearly enjoy their time at the setting and show high levels of

independence, curiosity, imagination and concentration. They forge friendships with staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the expectations in place. For example, they help to devise the club rules, including 'we are kind to each other' and 'remember to share with each other'. Children are highly praised for their efforts and are kind and considerate to each other. They use good manners without prompts and know what is expected of them.

Children's health and welfare are extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they automatically wash their hands after visiting the toilet and before tea. They are learning where food comes from through interactive discussions with adults as they use a variety of foods, such as vegetables, grains and fruit to do creative activities. They are encouraged to try different foods through the provision of an extensive variety of snacks and meals where they are actively involved in the preparation. Children are made extremely aware of their own safety and that of their friends. They demonstrate their knowledge through explaining how they cross the road safely and participate in activities which makes them consider potential hazards and how these can be avoided.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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