

St Andrew's Out Of School Club

Inspection report for early years provision

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Inspector

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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 Andrews Out of School club is part of the group St Bedes Services Limited, which was re-registered in 2011 as a limited company with charitable status. It operates from a designated out of school club room within St Andrews school in Over-Hulton, Bolton and has access to an additional classroom and the school hall. The out of school club accommodates the children of the host school. There is access to the school grounds for outdoor play.

During term times, sessions run Monday to Friday from 7.30am until 9am and 3pm until 6pm. A holiday club is also provided and operates from 8am until 6pm. The out of school club is registered to care for a maximum of 24 children aged from three to under eight years at any one time. There are currently 109 children on roll aged from four to 11 years. The out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are five members of staff, all of whom, hold appropriate early years qualifications from level two up to level six. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The out of school club is highly effective as a result of excellent leadership and management within all tiers of the organisation. Meticulous policies and procedures are stringently followed by staff to promote children's welfare and an extensive and exciting range of activities are provided, to promote children's learning and development. Children's individual needs are highly considered and met and they are undoubtedly involved fully in the life of the setting. Highly positive relationships are established with parents and carers and partnership working with others is generally good. Leaders and managers are successful in inspiring the staff team to work towards meeting or sustaining ambitious targets. Self-evaluation reflects rigorous monitoring and searching analysis of what is done well and what needs to be improved.

What steps need to be taken to improve provision further?

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

- develop further partnership working with other providers to fully ensure a coherent approach to children's learning.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues at all levels. Excellent recruitment, vetting and induction procedures ensure that children are protected and cared for by highly qualified staff who are exceptionally well informed about their roles and responsibilities. They are effectively informed about policies and procedures, one of which, is displayed each week to reinforce their understanding. Adults receive regular safeguarding training and there are extensive child protection procedures displayed to ensure concerns can be accessed and passed on promptly, to promote children's welfare. Risk assessments are exceptionally thorough and adults update these meticulously to reflect newly identified dangers. For example, they identify that the icy playground is far too hazardous for children to use. In response to this, alternative, physical activity is promptly planned.

Documentation is extensive, reviewed regularly and maintained to a high standard to promote the efficient and safe management of the out of school club. Comprehensive information is obtained from parents in order to meet children's individual needs and promote inclusion. In addition, there are stringent procedures, including detailed care plans, for children with particular health or dietary requirements. An excellent range of activities help children learn about their own and others' cultures and beliefs and there is wide array of displays and images depicting diversity, positively. A superb range of information is displayed for all parents including details of key worker groups, planning and the Early Years Foundation Stage. Newsletters are provided regularly, there is a forthcoming parent's evening and information is provided on the setting's website. Partnerships with the school have recently been successfully established, although, they are not yet fully embedded to promote coherence in children's learning.

Staff morale is very high and they undoubtedly embed the high standards set by management. There is an exceptionally strong commitment to continuous improvement, including the development of staff, through excellent self-evaluation systems. For example, there are six-monthly internal audits, regular visits from the senior management team, staff meetings, appraisals and use of the Ofsted form. Action plans are exceptionally well targeted and demonstrate extensive improvement in many areas with extremely robust systems to monitor their implementation and impact. Questionnaires enable parents to share their views and contribute to making positive changes, for example, to meals and snacks. Children are undoubtedly involved in the running of the setting. They have a wish box, complete questionnaires, devise their own photograph album and have been given menus to share their ideas about what they wanted to see on the designated snack table.

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

A highly accessible, child-centred and stimulating environment is created. For example, superb displays of artwork adorn the walls, unquestionably fostering

children's self-worth and sense of belonging. There are generally meticulous observation, assessment and planning systems which are undoubtedly individual to each child. 'All about me' forms and discussions with children enable staff to get to know each of their key children. Staff plan around topics, including those being undertaken at school, plan different activities in the continuous provision areas, and consider any key issues from their observations and weekly evaluations. This informs the following weeks planning which incorporates children's interests, their own ideas and next steps or any further support or extension required. Children are also encouraged to write down their own ideas to incorporate.

Adults demonstrate excellent levels of interest in what children say and do as they enthusiastically engage in their play, asking questions and providing challenge. They skilfully make use of spontaneous events to enhance children's experiences. For example, during the recent snowfall, staff brought snow inside due to the hazardous playground conditions. Children's all round good health is promoted to a high standard. Alongside daily access to fresh air and exercise and nutritious meals and snacks, superbly planned, there is an excellent array of displayed information promoting healthy lifestyles. Children take part in many activities, for example, paper plate food collages and clearly know what foods are good or bad for them. Topics, such as, 'People who help us' effectively help children to learn about dangers and excellent relationships with adults ensures they feel safe and secure. This has recently been extended by children learning about the role of their key person, including linking with them if they are worried about anything.

Children readily enter the setting and immediately choose their preferred activity, showing high levels of interest. Their independence is encouraged superbly, for example, as children butter their own bread and decide what they would like to put in their sandwiches. They are extremely sociable, cooperative and well-behaved. The out of school club rules are clearly displayed and staff use positive methods, such as, clapping their hands to gain children's attention as they are engrossed in activities. Children readily listen and respond to staff requests. Children are highly imaginative and creative, taking part in many arts and craft activities, which is reflected in their 'art gallery' and 'winter' display.. They engage in amusing narrative with their peers while playing in the shop role play area. They make birthday buns using innovative resources provided by staff, such as, small potatoes and uncooked pasta tubes which are used to represent candles.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1

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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