

St. Teresa's After School Club

St. Teresa's RC Primary School, College Road, Upholland, Skelmersdale, Lancashire, WN8 0PY

Inspection date	12/12/2012
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy their time at the after school club and take part in a range of age-appropriate activities that keep them occupied and engaged in their play.
- Children learn to respect and tolerate each other's differences and their behaviour is managed effectively by staff.
- Children develop their independence as they are encouraged to make choices about what they play with and build friendships with children of all ages who attend the after school club.

It is not yet good because

- Fire drills are not practised frequently enough to ensure that all children develop a clear understanding of how to keep themselves safe in an emergency.
- The partnerships with class teachers and other professionals working with young children are not extensive enough to ensure that all children's learning and development is fully supported.
- Information with regards to children's progress and achievements is not always shared with parents to keep them fully informed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning and well-being with staff.

Inspector

Wendy Dockerty

Full Report

Information about the setting

St. Teresa's After School Club was registered in 2002 and is managed by a voluntary committee. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from the school hall of St. Teresa's Roman Catholic Primary School in the Upholland area of Skelmersdale, Lancashire. The after school club serves the children who attend the host primary school. There is a fully enclosed area available for outdoor play.

The setting employs four full-time members of childcare staff, all of whom hold appropriate early years qualifications. The setting opens Monday to Friday from 3.15pm to

6pm, term time only. Children attend for a variety of sessions. There are currently 51 children attending, of whom four are within the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- work in partnership with parents and/or carers, and any relevant professionals, including school teachers, to complement children's learning in settings in which they spend more time and fully address any identified learning and development needs
- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, by increasing the frequency of the fire drill practises.

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

- explore further ways to keep parents informed and engaged in their children's achievements.

Inspection judgements

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

Children are provided with a suitable range of activities and experiences which they enjoy and which support their development across the areas of learning. Staff at the after school club have a satisfactory understanding of the Early Years Foundation Stage framework and recognise the areas in which children are developing. Learning journeys, which include photographs and observational comments, identify children's next steps to support their future development. Staff are aware of the progress that children are making and use the 'Development Matters' guidance to highlight progress children have made. However, this information is not shared regularly with parents, and children's development is not discussed in detail, meaning that parents are not always fully informed of the progress children make.

The main area used by the after school club is the school hall. Staff set out some tables and activities in preparation for children's arrival and as a result children quickly engage in activities. Children move around the hall freely, choosing what to play with and following their interests. A reading corner is arranged with comfortable bean bags and a selection of books for children of different ages to share. During the after school club children take part in large group games, art and craft activities and a variety of table top games and

toys. More toys and resources are stored in a large cupboard area which can easily be accessed by staff on request. Children are confident to ask for particular toys they want, and staff have put together a file of photographs showing the different games children can choose from in order to allow them to make more informed choices.

Younger children take part in all activities provided and sit with members of staff to enjoy creative activities. For example, children decorate a Christmas cracker selecting from a variety of drawing materials and stickers to make bright and colourful crackers. Children are encouraged to write their own names and staff praise them for their 'brilliant writing'. A separate art and craft activity encourages children to design their own picture on a plate. Children use various colours and develop their drawing skills as they create a Christmas picture, which they later talk about in detail. Further activities which children enjoy on different days include using the computer, playing the electric keyboard, playing outside, singing and dancing.

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

Children are assigned a key person and their individual care and welfare needs are known and provided for. Information is gathered before children attend with regard to children's personal preferences and requirements which supports the settling-in process. Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access resources reflecting positive images of diversity. Children develop positive relationships with staff and each other and help with tidying away toys and resources, demonstrating a sense of responsibility.

Children are developing a satisfactory understanding of the importance of staying healthy and safe. They enjoy a wide range of physical exercise both indoors and outside throughout the year. This supports them to stay fit and healthy. Appropriate snacks are provided and include pasta, pitta bread and sandwiches. During the Christmas party children help themselves from the selection of fruit, breadsticks, toast, crisps and biscuits provided. Children demonstrate an awareness that crisps are not a healthy food and explain that these are not usually available at the after school club.

The after school club operates within the well-maintained school premises. Staff check all areas used before children arrive and the risk assessment procedures help to identify and minimise risks and protect children from hazards. A fire evacuation procedure is in place and a record is maintained of any drills carried out. However, the infrequency of these evacuation practises means that some children have a limited understanding of how to keep themselves safe in an emergency. All staff hold current certificates in paediatric first aid and appropriate procedures are followed for accidents and administering medication to children. This means children are appropriately cared for if they are ill.

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

Staff demonstrate a satisfactory knowledge of the Early Years Foundation Stage and have updated their knowledge of the recent revisions to the framework. As a result staff have a

suitable knowledge of their responsibilities to safeguard children and a knowledge of the procedures to follow if they had any safeguarding concerns, including who to contact if the safeguarding officer, the head teacher, is not on site. Regular training is attended by all staff, and the manager attends seminars, workshops and meetings to ensure that she is aware of current guidance.

Staff meetings take place to review practice and ensure that everyone is up to date with the policies for the setting and any changes in requirements or procedures. An action plan is used to identify areas for improvement and the staff team demonstrate a commitment to continuous improvement. Steps have been taken to tackle the areas for improvement that were identified at the last inspection. For example, learning journeys have been introduced for younger children to demonstrate how they are progressing towards the early learning goals. In addition, the manager ensures that Ofsted are kept informed of all significant changes and events.

Relationships with parents are soundly in place to ensure that children's care and welfare needs are known and catered for. Staff take note of parental comments and suggestions, and have introduced new resources and equipment following on from parent's feedback. The manager of the after school club has developed some partnerships with the reception class teachers and has started to discuss children's general development. However, some information regarding children's individual learning needs is not shared in detail, which means that their development is not fully and continuously supported. Links with outside agencies, such as speech and language therapists, have also not been established, which limits the information that is provided and the support that staff at the after school club can provide for children with language and communication difficulties.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY332947
Local authority	Lancashire
Inspection number	820586
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	51
Name of provider	St Teresa's After School Club
Date of previous inspection	22/04/2009
Telephone number	077661 50134

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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 that are usually their 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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