

# Fun After 4 @ St. Vincents Catholic Primary School

St Vincents Catholic Primary School, Orchard Road, Altrincham, Cheshire, WA15 8EY

## Inspection date

Previous inspection date

17/12/2012

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

- Staff establish effective links with teaching staff from the host school, which helps them to complement children's learning in the club.
- Children develop secure relationships because staff are deployed effectively to meet their needs.
- Children are happy and eager to take part in activities to support their learning. They develop their independence, imagination and exhibit positive behaviour.
- Staff keep parents well informed by sharing a wealth of information, which promotes consistency in meeting the children's individual needs.

### It is not yet outstanding because

- Children's artwork is not displayed, which means that children cannot always share and celebrate their achievements with others.
- Parents are not always encouraged to contribute to initial assessments, in order to assist staff in planning for children's learning and enjoyment on entry.

## 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 observed activities in the junior hall.
- The inspector held discussions with the manager, some staff and the registered person.
- The inspector looked at children's observation books, children's planning records, evidence of staff suitability and a range of other relevant documents.
- The inspector took into account of the views of parents and children spoken to on the day and from a review of parent questionnaires.

## Inspector

Sue Birkenhead

## Full Report

### Information about the setting

Fun After 4 @ St Vincent's is one of three privately owned out of school clubs. The club has been open since 1993 and was registered again in 2012 following change in the status to a limited company. The out of school club is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the designated areas in St Vincent's Catholic Primary School, situated in the

Altrincham area of Trafford. Children are cared for after school in the junior school hall, the portable building and have access to the school playground and playing fields for outdoor play. The breakfast club operates from the infant school hall. The out of school club serves children, who attend the school.

The out of school club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday during term time only. Sessions are from 7.50am until 9am and 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 142 children attending, of whom 19 are in the early years age group. The out of school club supports children, who speak English as an additional language. They receive support from the local authority and is a member of 4children.

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

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

- extend opportunities for children to reflect on their successes, achievements and talents by displaying their individual creations to share with others
- expand on partnerships with parents, to include them in the initial assessment of their children's starting points on entry to the club.

### **Inspection judgements**

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

Staff are clearly guided by the learning and development requirements to support children's individual needs. They plan weekly activities, taking into account children's next steps, and provide a good balance of adult-led and child-initiated experiences and opportunities. Consequently, children make decisions about their play and become active learners. The cohesive staff team work together well. Key persons complete regular observations and formal assessments at the end of the year, which are enhanced by photographs and children's own entries. Parents can view and contribute to their child's observation book, annual assessment and share any observations from home. However, they are not always encouraged to share what children know and can do on entry to the club, in order to inform the initial planning for each child.

Staff positively interact with children and have a clear understanding of how to promote their development, making learning enjoyable and enabling children to have fun. Staff prepare well for planned activities. They enter into two way dialogues with the children,

therefore, successfully supporting their communication and language skills. Children's learning is challenged and extended as staff ask open-ended questions and allow them time to think for themselves. Children's literacy skills are developing well. For example, they play imaginatively in the hairdressing salon and book appointments into the diary, therefore, giving meaning to the marks they make. They also enjoy role play and dress-up as different characters, for example, policemen, which successfully supports their imagination. Children explore their understanding of the wider world by celebrating festivals throughout the year, such as, Diwali, Christmas and Easter. In addition, resources accessible to them promote positive images of diversity.

Staff effectively support children's social skills, as they sit with them at snack time and encourage them to share any news. In addition, children are given a voice through those that represent the 'Kids Council', which means that their views are valued and their ideas are taken on board. Children access the well-resourced outdoor area daily, where they play group games and develop their physical skills. They take part in a wide variety of interesting activities to support their creative development. For example, they make models from recycled materials, which incorporate their understanding of colour, shape and texture.

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

The club is well resourced, welcoming and organised to meet children's interests. However, there is little space for children to display their work, and staff have not fully considered how to address this, as a result this does not fully recognise their achievements and promote a sense of belonging. Children have opportunities to exercise indoors and outside, and enjoy group games, which helps them to learn the importance of exercise on their overall well-being. They learn about the benefits of healthy eating because they eat a good selection of healthy snacks. Children also develop good self-care skills, as they serve themselves at snack time and manage their personal needs.

Children form secure attachments with their key person and are happy to approach them for support. This contributes to children's well-being and independence and also supports them in settling into the club. Staff are positive role models and they know the children well, which enables friendly relationships to flourish. Staff are deployed effectively and work well together to support children's care and learning. They manage children's behaviour consistently, give clear guidance and encourage them to contribute to the club rules. As a result, children are polite, cooperative and well behaved.

Children's behaviour shows that they are safe within the club, as they consult staff when they need to leave the room. They extend their understanding of fire safety because they regularly practise the emergency evacuation procedures. Staff give priority to maintaining a safe environment for children and risks are effectively minimised through daily checks, comprehensive risk assessments and the monitoring of visitors. As a result, children learn to stay safe and respect their environment.

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

Children are effectively safeguarded because all staff attend relevant training and demonstrate a clear understanding of the symptoms of abuse and the procedures for reporting concerns. Comprehensive policies for safeguarding children clearly reflect the procedures followed. Robust recruitment and vetting procedures ensure the suitability of all staff. Regular staff appraisals, effective performance management and a commitment to ongoing training contributes to successful team work. A number of staff are also further developing their professional qualifications, demonstrating a commitment to their professional development.

The early years coordinator monitors the staff approach to children's learning, which ensures requirements are met. Effective systems for self-evaluation include assessing performance through staff meetings and using visits from the early years advisor to inform practice. In addition, children and parents' feedback is sought and valued. Consequently, changes are made as a result of their comments, for example, improving healthy foods and increasing resources. Management set themselves clear and achievable targets for improvement and recognise some aspects for future development, such as accessing additional training for staff.

Positive relationships are developed with parents. They are kept informed about the clubs effective policies and procedures, and the club's website includes information about the Statutory Framework for the Early Years Foundation Stage. Parents receive regular newsletters, which provide updates regarding practice and dates for their diary. Parents' comments reflect positive views about their children's care. The designated early years coordinator has recently introduced more effective liaison with the teaching staff in school. Consequently, they share a good level of information about the children, which enables staff to successfully complement their learning in the club.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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	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

<b>Unique reference number</b>	EY447510
<b>Local authority</b>	Trafford
<b>Inspection number</b>	804857
<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>	68
<b>Number of children on roll</b>	142
<b>Name of provider</b>	Fun After 4 Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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