

Fun After 4 @ St. Hughs Catholic Primary School

St. Hughs Catholic Primary School, Park Road, Timperley, ALTRINCHAM, Cheshire, WA15 6TQ

Inspection date

Previous inspection date

19/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly effective in gathering information from parents, children and teaching staff, which enables them to fully complement children's learning in the club.
- Planning and assessment is impressive and takes into account children's individual learning needs and interests. Consequently, this promotes a welcoming and inclusive club where all children are successfully engaged in their learning and play.
- Children are highly motivated and thoroughly enjoy their time at the club. Unique and interesting activities capture their attention and successfully support their creative skills.
- Children are extremely confident. They know how to keep themselves safe and understand how healthy foods, personal hygiene and exercise benefit their overall well-being.
- Key persons are extremely successful in helping children to form secure emotional attachments. They have an excellent knowledge and understanding of the children and skilfully support their next steps in learning.

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 indoor environment.
- The inspector held discussions with the manager, staff and the registered person.
- The inspector looked at children's learning journey's, planning records, evidence of staff suitability and a range of other relevant documents.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Sue Birkenhead

Full Report

Information about the setting

Fun After 4 @ St Hughs has been operating since 2004 and was re-registered in 2012 following a change in status to a limited company. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is one of three out of school clubs owned by a private provider. It operates from the junior hall within St Hughs Catholic Primary School, which is situated in the Timperley area of Trafford, and children have access to the school grounds for outdoor play. The out of

school club accommodates children from the host school.

The out of school club employs seven members of childcare staff, including the manager and registered person. Of these, three hold appropriate early years qualifications at level 2 and 3 or above. The out of school club is open Monday to Friday during term time only. Sessions are from 7.45am until 9am and from 3.30pm until 6pm and children attend for a variety of sessions. There are currently 90 children attending, of whom 15 are in the early years age group. The out of school club supports children who have special educational needs and/or disabilities. The setting receives support from the local authority early years team 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 write for different purposes, both indoors and outside.

Inspection judgements

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

Staff demonstrate consistently high standards in guiding children's learning and supporting their individual needs. They display a comprehensive knowledge of each child and their family and use this information to plan an impressive range of experiences to fully support children's next steps in their learning. Assessments are sharply focused, precise and based on regular observations of the children's progress. Excellent links with parents, teachers and others involved in children's lives, results in highly effective communications that allows the setting to complement children's care and learning really well. Some parents have also introduced daily diaries, with the support of the setting, to further enhance effective two way communication.

Children learn through exceptionally well-planned and purposeful activities. They have excellent opportunities to make decisions about their play and as a result, are fully engaged in activities of their choice. They thoroughly enjoy creative activities, such as making jewellery, and boys and girls learn to sew and knit. This positively contributes to their active learning and learning skills for the future. The staff team are fully committed to providing pleasurable and unique experiences for all children. They encourage children to feel proud of their achievements and have fun in their learning. As a result, children explore their creative skills extremely well, designing their own bracelets, necklaces and earrings from a wide range of attractive beads.

During child-initiated activities, children show their ability to use their imagination and give meaning to the marks they make. For example, in role play they write numbers on paper and explain they are making pretend money. However, there is further scope for children to write for different purposes in other areas of their play. Children display a positive understanding of mathematics, as they create 'two big circles' from the pieces of train track and excitedly announce that they are going to make a smaller one so that they have three. They clearly develop their understanding of the world, as they celebrate various festivals and access many resources, such as, ethnic dolls, books and puzzles displaying positive images of culture, gender roles and disability. This successfully supports their understanding of diversity.

The staff work cohesively to create a highly stimulating environment for children. Play areas are extremely well organised and children successfully engage in play that interests them. Children communicate effectively with staff and each other. They talk about the designs they create, as they count the beads, and share similarities and differences when completing puzzles. Children play extremely well together. They sit together at snack time and older children impressively show care and concern for the younger children by assisting them in selecting snacks from the self-service area.

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

The club is extremely well-resourced, welcoming and organised to meet children's interests. As a result, children become active learners and develop excellent skills to support their future learning. Designated areas enable children to proudly share their achievements and display their art work. This promotes children's confidence and sense of belonging really well. Children form secure attachments with their key person and are very confident to approach them for support. These close relationships provide a strong base for children's developing independence and contribute significantly to their overall well-being.

A wealth of information is on display for parents and older children write out the daily menu on the white board so that parents can see the healthy snacks they eat. Children impressively share their understanding of healthy foods as they recall what is good for them. They make decisions and select foods that they enjoy from a variety of healthy snacks, such as, fresh fruit and sandwiches made from wholemeal bread. Children serve themselves at snack time and pour their own water. Children learn to take responsibility for managing their own personal needs and demonstrate this as one child announces that she has forgotten to wash her hands and proceeds to the bathroom before eating her snack.

Staff are excellent role models and know the children's likes, dislikes and routines really well. They manage children's behaviour consistently, giving clear guidance and rewarding acts of kindness with certificates. They also encourage children to contribute to the club rules. As a result, children show high-levels of self-control and demonstrate exemplary behaviour. They are polite, cooperative and extremely confident when they proudly share their achievements with others. Staff give high priority to the safety of children and

effectively support their growing understanding of how to keep themselves safe. For example, children learn about hazards and consequences of their actions, and regularly practice the procedures for safe evacuation. Children's safety is further enhanced through daily checks, comprehensive risk assessments and the close monitoring of visitors.

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

Staff have a wealth of knowledge and a professional understanding of their responsibility to protect and safeguard all children. All staff have completed safeguarding training and their understanding of how to manage safeguarding concerns is extremely secure. Regular staff appraisals, effective performance management and a commitment to ongoing training contributes very well to having a team of skilled and knowledgeable staff. The targeted programme of professional development ensures that staff are constantly building on their understanding and practice to actively support improvements for children. The designated early years coordinator oversees and monitors the staff approach to children's learning, which ensures requirements are continually met to a very high standard. Highly effective self-evaluation includes the continuous reflection on practice involving staff, children, parents and guidance from the early years advisor. All views are clearly valued and contribute to continual improvement. Strengths and areas for future development are clearly identified and comprehensive action plans show clear targets for improvement.

Relationships with parents are extremely positive and staff respect and act on their individual requests. Parents actively share details from outside agencies involved in their child's life, which promotes consistency in their care. Some parents spontaneously seek out the inspector to share how impressed they are with the care and activities that children receive. They refer to the 'excellent' provision, where 'children's enjoyment is fostered extremely well'. Highly effective initiatives keep parents fully informed about the club. For example, the club's website includes a wide range of policies and 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, and they chat comfortably to staff on collection.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY447513
Local authority	Trafford
Inspection number	806092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	40
Number of children on roll	90
Name of provider	Fun After 4 Limited
Date of previous inspection	Not applicable
Telephone number	01619285621

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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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