

Halsall St Cuthberts Kidz Club

St. Cuthberts C of E School, New Street, Halsall, ORMSKIRK, Lancashire, L39 8RR

Inspection date	13/11/2013
Previous inspection date	08/03/2010

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 requires improvement

- Children are happy and settled because staff create a relaxing environment which supports them after an active day at school.
- Children can choose freely from a suitable range of activities this helps to develop their growing independence skills.
- Children have positive relationships with the staff, which support their emotional well-being.

It is not yet good because

- Planning does not always identify learning and development through purposeful play and a balance of adult and child-initiated activities. As a result, children make satisfactory, rather than good, progress.
- The key person system is not always tailored to meet the needs of individual children and enable the best support.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the manager and nominated person during the inspection.
- The inspector looked at documentation relating the running of the club.
- The inspector observed activities on offer in the main room.

Inspector

Sandra Harwood

Full report

Information about the setting

Halsall St Cuthberts Kids club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated with the school building of Halsall St. Cuthberts Primary School and is managed by a voluntary committee. The after school club serves the host school and is accessible to all children. It operates from a room within the school and there is an enclosed area available for outdoor play. Children also access the computer and library areas within the school along with the use of the parish centre.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and level 4. The after school club opens Monday to Friday term time only, from 3.30pm until 5.30pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The club also offers care for older children.

What the setting needs to do to improve further

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

- ensure the key person system is effective in tailoring individual children's care and learning to meet their individual needs

- improve children's learning, development and overall progress, through planning purposeful play reflecting individual children's specific learning needs and a balance of adult and child-initiated activities.

Inspection judgements

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

Children are happy and settled at the club. They engage in a suitable range of activities, which they enjoy. Staff are friendly and approachable. They interact well with the children who initiate their own play, offering them support if needed. Staff create a relaxed atmosphere, which meets children's needs after an active day at school. Young children enjoy role play as they become superheroes displaying their growing imagination. Children enjoy being creative as they paint and use glitter glue to create firework pictures. Others sit with older children to make their own creations using magnetic balls and sticks. Children have opportunities to use technological resources, such as the school computer suite and a games console. This promotes their cooperation and helps develop the skills for future learning.

Staff gather information from parents when their children begin at the club. They continue

to exchange information verbally at the end of sessions. Staff carry out some planning. However, it does not always identify the individual needs of all children to ensure there is a balance of adult and child-initiated activities that reflect children's individual learning needs. Children therefore, make satisfactory progress but are not effectively supported to make even better progress as activities are not always precisely matched to their needs. Children's communication and language across all the age ranges is well promoted through conversations. For example, children and staff talk about the school day or events at home.

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

Children's emotional well-being is appropriately supported because they develop warm and trusting relationships with staff. As a result, they are happy and settled as they move between the school and the club. Children are confident, motivated, and have a secure sense of belonging. Children behave well; they know what is expected of them and learn to respect each other as they follow the positive example set by the staff. Staff form warm relationships with the children to support them as they play. The manager identifies that the key person system is in place. However, it is not tailored sufficiently to consistently meet individual children's needs.

Children learn about keeping themselves safe as they engage in regular evacuation drills. This ensures they know how to get out of the premises quickly and safely in the event of an emergency. Children have opportunities to develop their physical skills, and help to develop their coordination. This can be outdoors where they jump and run or indoors as they master the use of needles as they learn to sew. Staff encourage the children to have healthy snacks, which further supports them to develop an understanding of the importance of healthy lifestyles. Children are encouraged to be independent and manage their own personal care needs.

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

Staff understand their responsibility to meet the safeguarding and welfare requirements. There are appropriate recruitment procedures in place and the nominated person has vetted the suitability of staff. Staff have a secure understanding of how to safeguard children. They have completed child protection training. Staff are able to identify signs and symptoms that would cause concern and they know the correct procedures to follow as a result. There is a safeguarding policy, which has been updated to include guidance about the use of cameras and mobile phones in the setting. All staff have completed first aid training and are confident in providing emergency first aid. Daily records, such as attendance registers and accident records, are suitably maintained. Risk assessments are used to identify and address any risks before the children arrive.

Overall the staff understand their responsibility to meet the learning and development requirements by providing care and activities that complement the children's school day. Staff evaluate the provision through discussions with one another, the children and the parents. This means that they are able to identify some useful areas to make

improvements for children, for example, the introduction of more frequent fire evacuation practices.

Partnerships with parents and carers are well managed. Parents are provided with information through general catch-up chats at the end of the day and school. Written feedback from parents confirms that their children are happy, enjoy the activities and love the staff. Links with the host school are well established, and ensure information is shared appropriately. This promotes continuity for children.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY395420
Local authority	Lancashire
Inspection number	821905
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Halsall St Cuthberts Kidz Club Committee
Date of previous inspection	08/03/2010
Telephone number	01704 840253

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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, which are usually the childminder's 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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