

The Out of School Experience @ Padiham St. Leonards

St. Leonards C of E Primary School, Moor Lane, Padiham, BURNLEY, Lancashire, BB12 8HT

Inspection date

03/12/2013

Previous inspection date

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

1

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

- Teaching is outstanding because staff have an expert knowledge of how children learn and plan for their continued progress at all times in the out of school club. The observation, assessment and planning for children is precise and monitored to ensure an extremely sharp focus on the prime areas of learning is maintained.
- Leaders and managers demonstrate a strong commitment to the development of the club and have a strong focus on the improvement of staff skills and therefore, the quality of teaching, through staff training and supervision.
- Partnership with parents and other settings are secure and ensures a highly consistent approach to children's care, learning and development, in order to extend children's learning even further.
- Arrangements for safeguarding are good because children are fully involved in learning about and managing risk. The club is safe and good steps are taken to reduce potential hazards. Children are very well safeguarded in the club.

It is not yet outstanding because

- There is scope to make better use of the information regarding children's interests, to help them settle more quickly as they arrive at the after school club and for best use to be made of the activities to extend their learning even further.

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 observed activities in the out of school room, the hall, outside play area and viewed resources and equipment.
- The inspector held meetings with the manager of the provision and members of staff.
- The inspector looked at children's records and a range of policies.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evaluation of the club.

Inspector

Janet Singleton

Full report

Information about the setting

The Out of School Experience @ Padiham St Leonards was registered in 2013 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club is one of six settings run by this provider. The club operates from within St Leonards Church of England primary school, in Padiham, Lancashire and has a dedicated base room in the grounds, known as the 'The Hut' for the club's own use. The club serves the local schools in the area, is accessible to all children and has an enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 3.15pm until 6pm. There are 38 children on roll, of whom, three are in the early years age range. There are three members of staff, all of whom hold an appropriate early years qualification to at least a level 3. The club receives support from the local authority.

What the setting needs to do to improve further

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

- review and reflect on how, when children arrive later in the session, opportunities for them to engage in their chosen play can be further enhanced, for example, by using their current interests, so they settle more quickly on arrival and take part in the well-planned activities provided.

Inspection judgements

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

Staff use their superb knowledge of how children learn to provide them with an exceptional balance of activities across all areas of development. This is especially so considering this is an out of school provision and only needs to compliment the learning taking place in other settings. However, staff provide the full complement of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This means that the observation and assessment of children is sharply focussed and clearly identifies the learning pathway for all. Highly effective monitoring of children's progress is completed by the analyses of the trackers, to identify and plan for any gaps to be closed. Consequently, children continue to make the best progress considering their starting points, age and stage of development.

Staff plan a highly interesting and exciting out of school club and make best use of the wonderful outdoor area. Consequently, children develop their physical skill as they run, climb and experiment on the large equipment. They delight in taking part in team games as they learn to turn take, share and develop their skills in all prime areas. Staff ensure

children contribute to the planning and act upon the ideas from them, for example, introducing baking into this fun and vibrant provision. As a result, children take an active part in their own development, planning and thinking critically about what they want to do. Therefore, they are showing the characteristics of effective learning. Additionally, staff ensure children access high quality first-hand experiences, resulting in them being very enthusiastic and eager to take part. Children sit and read, play in the role play and enjoy dressing-up as they use their imagination. In the hall, they play games and use up their surplus energy from school as they laugh together and have fun. Support for those children who have special education needs and/or disabilities or English as an additional language, is highly effective through partnership working.

Staff effectively include parents in their child's learning and development. Through daily discussion and the sharing of the communication book, between parent and other settings, this means that information relating to children is passed on, to provide a highly consistent approach to their learning. Parents' contribute to their child's assessment and their comments added to the observation and assessment to ensure a full picture of their child's development is obtained. As a result, a consistent and highly positive approach to their child's learning and development is undertaken to further children's progress towards the early learning goals. Additionally, as children are already in school, their future learning needs are complimented by attendance at the out of school club.

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

The out of school club provides a welcoming environment for children as a staff member warmly greets them as they arrive. The key person system works well in ensuring young children feel secure because they form strong bonds and attachments with staff and other children. The key person seeks information from the school and parents, to ensure children's routine are adhered to. Children are collected from the school and walk across to the dedicated out of school room used by the club, chatting amongst their friends about their day. Children from other schools are collected by staff, in the mini-bus and arrive at the setting a little later, when they begin to settle down. However, for some younger children coming from another school, information about their likes and interests is not always effectively shared across the staff team. This is in order for them to be used to support those children in settling quicker, so they make better use of the activities provided and further their learning.

Staff make good use of the outdoor area and have a free-flow system in place that allows for children to decide if and when they want to go outdoors. They have good opportunities to explore the outside environment as they climb, run and take part in the many team games and delight in having fun. They learn to socialise, play harmoniously together and to take turns as they develop their social skills in a positive environment. The provision of a wide range of good quality resources that are accessible to all children, enables them to make good choices and to enhance their own play in the stimulating and welcoming room. Children listen to staff and respond positively as they follow instructions, in order to keep themselves safe. They learn to manage risk as they complete their own risk assessments as they take an active part in identifying hazards and making decisions regarding the action that needs to be taken. This helps children to develop a strong sense of safety and

take some responsibility in keeping themselves safe. Staff praise children at all times and support them in their play, developing their feelings of self-worth and acknowledging and valuing both their efforts and views. Consequently, children's self-esteem and confidence is promoted, strengthening their emotional well-being.

Children's independence is developing well because staff explain and assist them in managing their own personal needs. They are encouraged to make decisions regarding what they would like for their tea, choosing from healthy and nutritious salad items or a hot meal. Fruit is provided and on the day of inspection, they enjoyed celebrating a birthday, readily singing together and enjoying a small piece of cake. Children are polite, good manners are promoted by staff and they talk to the children about taking turns and being considerate to others. Consequently, children behave well because they understand what is expected of them and this helps them in preparation for their transition to the next stage of their learning.

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

Safeguarding is secure with staff being fully aware of the action they need to take to protect children. Supporting policies are robust and include the contact details of the child protection agencies. Meaningful and comprehensive risk assessments are in place and reviewed, some being completed by the children to build their understanding of risk. Managers and leaders are responsible for recruitment of staff, with strict procedures followed to ensure all staff are qualified and have at the very least, good teaching skills. Vetting procedures are comprehensive and demonstrate staff's suitability to be with children. Through a programme of induction, staff are coached and it is expected for them to engage on a programme of professional development. Therefore, children are both safeguarded and the quality of their teaching is at least good and expected to be outstanding for children to make even better progress. The wide provision of activities and resources matched to all areas of learning, is very well planned for and enables children to make good choices and decide what they wish to do.

Managers are proactive and quickly take steps to address any issues when things do not go as planned, for example, staff sickness. This is managed by the use of staff from another of the provider's settings and therefore, a consistent approach to teaching is maintained. Team meetings are undertaken to discuss practice and set clear targets for improvement. A comprehensive evaluation of the provision has been undertaken and as a result, a clear targeted development plan, which is realistic, achievable and sharply focused on meeting children's overall needs is in place. A recent example of improvement is the introduction of monthly supervisions for all staff, with targets set for their continued development, based on their teaching and caring role. These supervisions feed into a yearly appraisal with a focus on continuous improvement. Consequently, staff skills are increased and children are able to succeed and make the best possible progress. However, arrangements for the settling of children using their interest has not been maximised, although, staff have realised this and are looking to address the issue to benefit children, so they continue to make the best possible progress.

Staff are very successfully in engaging with parents and other agencies. Parents are kept very informed of their child's progress through the sharing of the meaningful information regarding the learning programmes and contributing to their child's assessment. Staff have a secure understanding of the need to build robust partnerships with other agencies, for example, school and the health services to ensure children are supported at the earliest opportunity.

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	EY465004
Local authority	Lancashire
Inspection number	925870
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	38
Name of provider	Out of School XP Ltd
Date of previous inspection	not applicable
Telephone number	01254790333

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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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