

St Michael's Out of Hours Kids Club

St Michael in the Hamlet Primary School, Neilson Road, LIVERPOOL, Merseyside, L17 7BA

Inspection date	04/02/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The key person system effectively contributes to children feeling safe and confident.
- Children are motivated to explore and play in the well-resourced indoor and outdoor environments which positively impacts on their learning and development.
- Partnership working with parents and the host school are strong, which effectively supports children's progress and promotes continuity in their care.
- Children are effectively safeguarded. Staff are well informed about child protection issues and the premises are safe.

It is not yet outstanding because

- On occasion staff complete tasks for children instead of maximising opportunities for letting children 'have a go' themselves to extend their learning and to further develop their problem solving skills.
- There is scope to improve the opportunities for parents to contribute to their child's learning record to further increase their involvement in their child's 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
- 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 designated play room and outdoor environment.
- The inspector had a meeting with the provider and manager and undertook a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Jean Thomas

Full report

Information about the setting

St Michael's Out of Hours Kids Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St Michael in the Hamlet Primary school in Liverpool, and is one of six out of school clubs managed by the company. The out of school club serves the local area and is accessible to all children. It operates from the infant school hall and there is an enclosed area available for outdoor play.

The out of school club employs four members of childcare staff. Of these, three hold appropriate early years qualifications, one at level 3 and two at level 2 who are also working towards a level 3 qualification. The fourth member of staff is a qualified playworker. The out of school club opens Monday to Friday, from 3.20 pm until 5.45pm, term time only. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance further parents involvement in their child's learning and development by increasing the opportunities for them to contribute to their record of learning.
- maximise children's good learning opportunities further by encouraging them, when possible, to complete tasks themselves.

Inspection judgements

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

Staff use their knowledge of the Early Years Foundation Stage and child development to effectively support children's progress in their learning and development. They effectively meet the individual needs of children after a busy day at school. Staff follow the principles of the Early Years Foundation Stage. They fully respect the uniqueness of each child and the sessions are mainly child-led. As a result, children display the characteristics of effective learning. They become deeply involved in their chosen play activities and confidently express their own ideas. Children are motivated by enthusiastic staff team who show children a genuine interest in what they do and say. The staff's participation in activities enhances children's enjoyment and learning. However, on occasion staff miss opportunities to further extend children's learning by completing tasks for them. Laughter

can be heard in the club. Children express their feelings openly, they cheer with delight as they score goals during the table top football game.

Lively and friendly conversation flows between staff and children. Staff ask questions and give children time to think before answering to support their communication and language development. Children are creative, for example they make cards to their own design at the craft table. The activity supports children's writing skills as they write and use colourful alphabet letter stickers to spell their own name or the name of others. Children are proud of their achievements as no end result is expected by staff and their own work is valued. Children pursue role play giving them opportunity to act out life experiences and their observations of the world around them. The children extend their role play to the outdoor area as their play ideas develop. There is a selection of technological toys and resources for children to explore and to learn how to operate their different functions. They play with an interactive game which involves counting and calculating to programme the equipment to move as required. Staff respond to the children's request to participate in an energetic outdoor group game. Together the children decide which game they want to play. During the activity staff sensitively remind children of the need to take turns and follow the rules to further develop their social skills. The children respond to the staff and the activity continues smoothly. Children enjoy their time at the club and activities complement those offered in the classroom so children are suitably rested and well-prepared for school the next day.

Key persons know their individual children well. The partnership working with parents and the host school teaching staff enables them to gather information about the children. Key persons use this information with their observations to plan to support children's learning and progress. Children have their individual learning records. These contain the starting points which are established with parents, observations in both written and photographic format, samples of children's work and planning. However, there is scope to improve the opportunities for parents to further contribute to the ongoing learning records to further enhance the two-way flow of information to support children's progress.

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

Staff create a friendly and relaxed atmosphere and children receive a warm welcome on arrival. Each child is allocated a key person. This system helps children form attachments with staff and contributes to helping them feel secure. The partnership working with parents and the host school results in information being exchanged to help staff meet and support children's individual welfare and emotional needs. Consequently, in nurturing children's sense of security the transition between school and the club is enjoyable.

Children's behaviour is good and it reflects staff's positive role modelling. The mixed age group of children enjoy each other's company. They play well together; with the older children showing care and tolerance towards the younger children. Staff are consistent in encouraging children's self-esteem and self-confidence and in giving praise and acknowledging their achievements. This is in line with the provisions out of school behaviour management policy which focuses on positive ways to promote good behaviour. Children

take responsibility in completing routine tasks which enhances their pride in their 'club'. These tasks include taking the register and counting the number of children present to make sure it matches the staff's record of attendance and helping to serve snack. Staff plan activities to continue to nurture children's respect towards people who are different to themselves and to raise their awareness about the diversity of society.

Snack time is a social activity. Table cloths are placed onto the play tables to help children to distinguish this activity from play and to enjoy the social experience of eating and talking together. Healthy food options are provided for snacks including a selection of fruits for children to choose from. Guidance has been sought from the food standards agency and as a result, the nutritional value of the snack menu has improved. Activities are planned to trigger children's interest in a wider range of healthy foods. These activities also help children to develop the understanding of good hygiene practice and safety issues in relation to food preparation. Drinking water is readily available throughout the session. Children learn to respond to their bodily needs and to drink when thirsty. Children show an enjoyment in being physically active which contributes to their general health and well-being. They confidently move freely between the indoor and outdoor areas. The outdoor play area offers space and resources for children to develop their physical skills. Children enjoy running, playing balls games and climbing and balancing on equipment. Staff support children's understanding of how to stay safe by giving gentle reminders and explanations. For example, they remind children to follow the rule of not exceeding the maximum number of children playing on the large equipment so they do not accidentally bump into each other. There is a designated quiet area where children can relax on comfortable seating. The purpose of this area is if respected by the children and when it is in use their behaviour is calm without prompting from staff.

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

Staff have a good knowledge of safeguarding procedures and ensure that records are maintained as legally required. Staff have had training in both first aid and safeguarding and are able to identify possible signs of abuse and know the agencies to contact if required. The designated staff taking the lead for safeguarding have a clear understanding of their role to protect children from harm. There are robust procedures in place for recruiting, vetting and checking staff, which ensure that they are suitable and safe to work with children. The induction procedure provides new staff with information required to ensure they are competent in their role and have a full understanding of responsibilities.

The provider and manager place priority on continually improving the quality of the club. Staff, children and parents are involved in the evaluation processes. For example, they are all involved in the decision making for purchasing new equipment to improve children's play experiences and learning. Staff have good opportunities to continue their professional development and they are knowledgeable childcare practitioners. Staff training and guidance from an independent childcare consultancy are used to help raise the quality of the club. The actions and recommendation from the last inspection have been met

through staff meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The records are maintained to meet the legal requirements for children's safety and welfare. As recommended, the use of staff observations to inform children's planning has been improved since the last inspection. Staff's observations are not used in isolation. Information from parents and children's teachers are used to plan activities which complement children's experiences and learning. The regular staff meetings ensure a good exchange of information to promote continuity in practice and contribute to the monitoring of the educational programme.

Discussions with available parents on the day of the inspection indicate that they are very satisfied with the service provided by the club. Parents are well informed about the club through information on display and approachable and friendly staff. The manager and staff value and promote working in partnership with the teaching staff at the host school to help support continuity in care and children's progress.

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	503964
Local authority	Liverpool
Inspection number	819355
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	48
Name of provider	Out of Hours Kids Club Ltd
Date of previous inspection	14/03/2012
Telephone number	0151 724 1976

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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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