

# St Mary's Primary School 4-11 Club

St Mary School, Cross Street, CHESTERFIELD, Derbyshire, S40 4ST

<b>Inspection date</b>	10/02/2014
Previous inspection date	06/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children are happy and enjoy attending this welcoming club. They settle well and follow a familiar routine after school. They enjoy a wide range of fun activities.
- Children are confident and feel valued as they contribute to the planning of the club. They know how to behave and younger children admire older children who are positive role models.
- Strong links between school and the club provide good continuity of care for the children. This helps children to form secure attachments with staff and develop a sense of belonging.
- Children are well protected by robust risk assessments and sensible procedures, which ensure that they are always well supervised and cared for.

### It is not yet outstanding because

- There is scope to share further information with parents about the activities the children are taking part in at the club.
- There is room to further improve the planning of activities, linking more directly with the class teacher to complement children's learning that takes place in school.

## 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 dining room, hall, outdoors and children having their tea-time snacks.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at a range of policies, risk assessments and evidence of suitability of staff working in the club and a range of other supporting documentation.
- The inspector took account of the views of parents and children spoken to on the day and from parent feedback on questionnaires.

## Inspector

Christine Walker

## Full report

### Information about the setting

St Mary's Primary School 4-11 club was registered in 1993. It operates from the dining hall and chapel located within St Mary's Primary School, Chesterfield and is owned by an informal partnership made up of two people who work in the club. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is an outdoor play area and the children also use the school playground for relevant activities. All of the facilities used are accessible. The out of school club serves the children who attend the school.

The club opens five days a week during school term time only. Sessions are from 8am until 9am Monday to Friday and from 3.20pm until 6pm from Monday to Thursday. On a Friday the session is from 3.20pm until 5.30pm. Children attend for a variety of sessions. There are currently 122 children on roll and of these, 11 are within the early years age group. The club employs 10 members of childcare staff to work with the children. One holds Qualified Teacher Status, three hold appropriate early years qualifications at level 3 and one at level 2. A regular volunteer also supports the club. The club receives support from the local authority and is a member of 4Kids and North Derbyshire Childcare Clubs Network.

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

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

- enhance existing information sharing with parents to enable them to become fully involved, for example, by providing them with a newsletter of forthcoming activities
- refine the existing arrangements for obtaining and sharing planning with class teachers of younger children in order to complement children's learning.

### Inspection judgements

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

Staff at this busy and welcoming club have a positive impact on children's learning and development. They have a secure knowledge of the Early Years Foundation Stage and how children learn. Useful information about children's care and learning is gathered from the parents as they register their child for the club. Children's next steps in their learning are generally well planned for. However, there is scope to make even better links with the school's planning for the term, especially for younger early years children in order to complement their learning. Each child has an 'all about me' folder, which includes written observations, a selection of artwork and photographs of them at play, and records the

progress they make in their learning. These are shared with parents so they are aware of the progress their child has made whilst at the club. Regular observations and assessments help staff make sure that children access a variety of activities to develop their physical, social and communication skills, as well as the specific aspects of learning. The environment is well planned for both indoor and outdoor play. Children engage in interesting and challenging experiences, deciding where to play and what with. There is a strong emphasis on child-led play and this is highly supported through positive interaction from all staff working with children. Consequently, children are supported well to develop skills for their future learning.

Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. For example, during the Olympic slalom children's ideas were incorporated into the design of the 'ski' course. This activity positively encouraged teamwork as children 'ski' in pairs, learning to move their legs and feet together on a tandem 'ski'. This adult-led activity extended children's learning about the Winter Olympics in a fun and enjoyable way. These group activities are used to aid children's understanding of each other and to promote an understanding of others' needs and abilities. Children's communication and language is promoted well in the club. Children and staff talk together throughout the session. Staff carefully listen to children, encouraging them to share their thoughts on their activity and express their views.

Children are keenly focused on using their imagination and creative skills. This is evident as they enthusiastically make up their own games, using the toys and equipment available or ask for additional resources, which are instantly provided. For example, children ask for the dolls and home corner accessories, which are provided by staff. Children make a den in a corner of the room and re-enact experiences from home as they play with the dolls, make tea and play well together for an extended period of time. Children enjoy being creative and use resources to draw, paint and make mosaic pictures. They play outside where they learn to be physically active. The outdoor areas are in the school playground and children benefit from a free-flow system, which allows access to the different activities outside. The children meet in age groups each half term to help plan the club's activities and feel involved in the running of the club. A wide range of resources are available that are linked to children's interests and developmental stages.

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

Children are settled and secure in the club, which operates from rooms that the children are already familiar with, inside the school. Staff caring for the children also work in the school in various roles, such as teaching assistants and playground supervisors, which makes the transition from school to the club very easy for children. A well-established key person system for children ensures consistent care, which helps them to feel happy and secure. Children are collected from their classroom by club staff and accompanied to the dining hall; this allows for the effective transfer of daily information between school, the club and home. They all register and staff take time to greet them individually and enquire about their day. Staff are quick to praise and build self-esteem, as a result, children develop the self-confidence to participate and experience a wide range of learning

activities and sharing resources amicably. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the after school club.

Children are aware of their own safety and the safety procedures in place and also the rules of the club. Staff are positive role models and they achieve a good balance of being friendly with the children, while maintaining a level of respect and authority. All staff follow the positive behaviour management strategies and implement these very well. For example, staff ensure children are busy and fully engaged in the activities, which keep them purposefully occupied. Consequently, behaviour is good. They actively praise children for sharing resources and equipment well. Children tell their parents and visitors that they enjoy attending the club. On arrival parents often stay and play with their child, completing the craft activity on offer or watching the 'Olympic skiing slalom' in the hall. Parents comment that it is hard to get their child to go home and that they want to come every day. However, occasionally parents are not always aware of plans for future activities or topics. Staff support children's understanding of safety issues, such as fire safety, through practising regular fire evacuation drills. Children also learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to children developing good levels of self-esteem and general well-being.

Children play in small and large groups and enjoy the company of older children, particularly when playing outside. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy a range of healthy snacks, such as sandwiches and fruit. They have opportunities to do things for themselves through planned activities, such as making fruit kebabs. Children's independence skills are further fostered through pouring their own drinks, which are freely available throughout the session. There are good opportunities for children to become active. For example, children play football, climb on the climbing frame and skip with the skipping ropes. They also take part in indoor physical play activities in the hall. Children are competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. Excellent security systems ensure children's safety as a member of staff lets parents in and out of the building. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. As a result, children are well prepared for their future learning.

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

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the registered person and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They attend regular training on safeguarding and are aware of their responsibility to report any concerns. Recruitment and vetting procedures are rigorous and robust, including a detailed induction for new staff and volunteers, which helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained

throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

This inspection was brought forward as a result of concerns raised about a member of staff speaking to a parent in an inappropriate manner, child supervision and behaviour management. The management acknowledge that on one occasion a member of staff made an inappropriate comment to a parent and deeply regrets this momentary lapse of professionalism. However, the inspection found that children were well supervised at all times. For example, two members of staff are available in all areas where the children are playing. Staff use consistently applied strategies and provide clear guidance on behaviour, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the group. The club has a strong behaviour management policy, which is implemented well by all staff. Children are encouraged to talk through areas of conflict and reflect on their conduct, to find appropriate ways to settle any differences of opinion and learn to respect each other's differences and opinions. Throughout the inspection staff spoke to children in a calm and considerate manner, respecting their feelings and listening to them carefully.

All staff are experienced and half hold an early years qualification. They put their skills to good use and regularly attend training to ensure their knowledge is updated. Staff are fully committed to meeting the needs of children who attend. The management team regularly monitors the delivery of the educational programmes and the care practices. This helps to ensure that all staff are consistent in implementing the policies and procedures and supporting children's learning and development effectively. Self-evaluation is ongoing and effectively ensures any weaknesses, or areas for improvement, are promptly identified and addressed. The managers and staff meet regularly to reflect on practice and to identify and consider aspects for improvement. The recommendation raised at the previous inspection has been addressed to enhance the learning for the children. For example, the majority of staff have a current first-aid certificate. Effective partnership working with parents ensures that they are well informed about their children's welfare needs, for example, staff informed parents that a child has a 'bump note' from school in their bag. Parents speak of the good quality care the club provides and comment very positively about the club through a range of questionnaires and verbal feedback to the inspector. Staff have positive relationships with the host school. This means children benefit from some continuity and consistency in their learning.

### **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

<b>Unique reference number</b>	207270
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	951926
<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>	70
<b>Number of children on roll</b>	122
<b>Name of provider</b>	Lyn Geks & Esther Grant Partnership
<b>Date of previous inspection</b>	06/10/2008
<b>Telephone number</b>	07790 958911

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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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