

St Benedict's After School Club

St. Benedicts Catholic School, Hall Road, Handforth, WILMSLOW, Cheshire, SK9 3AE

Inspection date

07/07/2014

Previous inspection date

06/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good because staff support children effectively during activities to extend their learning. Staff skilfully question children to enhance their language skills to a good level.
- Successful monitoring and evaluation of staff practices ensures that staff are clear in their roles and responsibilities. As a result, children are making good progress towards the early learning goals and are well cared for.
- Staff have a good understanding of safeguarding procedures and fully understand their role in reporting any concerns. Staff place high importance on ensuring children's safety through the clear routines and boundaries put in place.
- Partnerships with parents and the school are well-established to ensure children's individual needs are met to a good level. The effective exchange of information promotes children's well-being and learning.

It is not yet outstanding because

- While there is a wide range of policies available some require updating to ensure information detailed is accurate. There is scope to improve information sharing with parents about the operation of the club.
- Areas for relaxation within the club, to ensure children are able to rest in a welcoming and quiet area, are less well catered for.

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 conducted a joint observation with the manager.
The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and discussed the targets for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information and feedback included in parents' questionnaires and cards.
- The inspector observed activities in the main hall and the outside learning environment.
The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records and a range of other documentation.

Inspector

Val Thomas

Full report

Information about the setting

St. Benedict's Out of School Care opened in 1998 and is managed by Network Nurseries Limited. It operates from St. Benedict's Roman Catholic Primary School in Handforth, Cheshire and serves the children that attend this school. The club opens five days a week from 7.45am until 9pm and 3.30pm until 6pm during term time. Children attend for a variety of sessions. Children are cared for in the main hall and have access to the school playground and playing field. There are currently four children in the early years age range. There are three staff working directly with the children, all of whom have an appropriate early years qualification. The manager has an appropriate qualification at level 3 and there are two staff at level 2. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- make sure that all policies contain accurate information and enhance how information regarding the operation of the club is shared with parents and carers
- enhance the areas for children, for example, by providing more soft seating in a quieter area where children can rest and be on their own if they wish.

Inspection judgements

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

Children have lots of fun at the club and are keen to engage in the activities. This is because staff plan a wide range of activities each week based on children's interests and requests. Staff know the children very well and are aware of each child's level of attainment. They discuss children's abilities with the class teachers so that they can continually support children in their good progress towards the early learning goals. Staff observe children and record their progress and this helps them to identify the next steps in children's learning. Staff skilfully incorporate the children's next steps into activities and make learning fun. For example, when asking children what they think the staff's favourite ice cream is, they give clues, telling them what letter it begins with. As a result, children confidently say, 'strawberry'. Staff talk to parents at the initial visit to find out about what children enjoy and where they may need support. This enables staff to support children's learning effectively. Staff provide a good link between the parents and teachers, ensuring that all information is passed on. Staff go to the reception class to collect children and speak with the class teacher to find out how the children have been during the day. This ensures continuity in children's care and education.

Staff are very enthusiastic in their interactions with children. They skilfully challenge children's thinking using effective open-ended questions. For example, they ask children where they are going on the train, as children lie on the floor, pushing their train around the track. Children confidently explain that they are going to, 'Disneyland'. Staff extend children's learning further, encouraging them to count the windows. Children confidently count up to 26. There are many different games to further develop children's mathematical skills. For example, children are able to count and move the number of correct spaces, as they press the button to roll the dice. Staff encourage children to develop their writing skills and good progress is being made in this area. Children are able to write letters of the alphabet and numbers and concentrate very well as they write a letter to a family member. They are able to record their thoughts and write poems in the poetry book. This prepares them well for future learning at school.

Children enjoy dressing up in the available clothes, pretending to be a skeleton and a super hero. They develop their imagination well as they spend long periods of time playing with their friends, with the doll's house and furniture. There is a wide range of construction equipment for children to build models with. The various art and craft materials available enable children to experiment and create their pictures. Staff plan activities, such as, making fruit smoothies and support children in developing their own newspaper for the club. Staff help to raise children's awareness of different cultures through celebrating different festivals. Children are eager to say how they made Chinese dragons and ate Chinese noodles.

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

Children happily come into the club after their school day. They have friendly relationships with the staff and chat in a relaxed manner, sharing information about their day at school. Staff have a very good rapport with children and show genuine warmth and respect. The key person ensures that the younger children within the club have the support they need to develop their confidence with the older children. Consequently, children feel valued as staff listen to what they have to say. There is effective support to settle children into the club when they first start. The manager arranges a meeting with children from the reception class and their parents to explain about the club. Parents are welcome to visit the club at any time to support their children during the settling-in period. Staff gather detailed information from parents to ensure that children's individual requirements are known and understood. For example, staff record information about any food allergies children have and all staff are made aware. The children attend the school where the club operates and are, therefore, very familiar with the environment. This makes it easy for children to make the move from their classroom to the club and helps to ensure they are emotionally secure.

Children develop close friendships within the club as the numbers of children attending are small. The club has a very harmonious environment and children play very well together. Staff manage behaviour well, encouraging children to share and take turns with the toys and to negotiate for what they want. They remind children about the safety boundaries when moving around in the school, encouraging children to walk and not run. Staff praise children effectively, which promotes children's self-esteem to a high level. Children have

good levels of independence. They manage their self-care well when using the bathroom with staff affording them privacy and respect. They pour their own drinks at snack time and are keen to help with tidying the toys away. Staff set out toys and equipment in the main hall at the start of each session. Staff ask children what they want to play with and what they want to do when going outside to play. This ensures children are interested and engage well in the activities. While there is a mat with a few cushions where children can read books, there is scope to enhance the area. This will ensure children can relax quietly and comfortably if they wish.

Staff support children effectively in helping children to develop a healthy lifestyle. All children have daily access to the large outside areas, where they enjoy playing games with their friends. They have lots of fun playing football on the playing field and develop their skills for throwing the balls into the high net. Staff enthusiastically join in with the games, being the goalkeeper and kicking the ball to the children. Inside, children take part in gymnastic sessions, table tennis games and energetically take part in skipping games. Staff provide healthy snacks of fruit and yoghurts and children bring in their own snacks if they want to. There are clear hygiene routines and staff ensure that children thoroughly wash their hands before their snack. As a result, children fully understand that they need to remove the germs from their hands before they eat. Staff are extremely vigilant about ensuring children's safety. They set clear boundaries when children play outside and children fully understand that they cannot go any further than the window. Children know that they must not kick the ball hard at other children and that they are not allowed to open the doors in the hall to any parents or visitors.

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

Staff from the head office at Network Nurseries Limited provide clear guidance and support to the staff at the club through regular visits to monitor practices. They ensure that the manager is continually kept up-to-date through electronic communications. This ensures that the safeguarding and welfare requirements are met to a good level and this promotes children's well-being effectively. Staff demonstrate a good knowledge of the safeguarding procedures and they clearly understand the procedures for reporting any concerns. There is a comprehensive safeguarding policy, which includes what to do in the event of an allegation being made against staff. Staff attend safeguarding training to ensure their knowledge is kept updated. This helps to protect children from harm. There is a wide range of policies available with regular updates provided by head office. However, there is scope to improve how quickly policies are updated with the new information. There are clear recruitment procedures in place with all relevant suitability checks undertaken. This ensures that all staff are suitable to work with children. Staff prioritise safety within the club to ensure children can play safely. Staff complete daily risk assessments of all areas. As a result, there are no hazards present. Staff are vigilant in ensuring all children are accounted for at the beginning of each session and they keep accurate attendance records. They collect children from their classroom and if any children are attending after school activities, staff ensure that children first sign in at the club, before going to their activity. The school building is secure so that children cannot leave and staff supervise children well, when they are playing outside. Two of the staff hold a

current paediatric first-aid certificate, which ensures that they can deal with any medical emergencies if they arise. There are clear procedures for recording medication administered and for any accidents that occur on the premises. The well-organised documentation enables staff to promote the safety and welfare of all children to a good level.

There is a good level of qualified staff and they have been working at the club for many years. This helps children to feel secure as they are able to build strong relationships with the staff. Weekly staff meetings take place where the planning of activities and the progress of children are discussed. This enables staff to build on children's interests so that they continue to learn and develop to a good level. Regular supervisions for staff take place with annual appraisals undertaken. This ensures that staff are clear in their roles and responsibilities. There is a clear training plan in place and this ensures staff have a good understanding of how to promote children's learning and track children's progress. There are effective systems to evaluate what the club offers. Action plans are drawn up at the regular staff meetings to ensure that children's care and education are constantly improved. Good progress has been made since the last inspection and the recommendations raised are now met. For instance, the key person system is effectively implemented and staff are systematically planning for children's next steps in their learning.

Staff promote positive partnerships with parents. The number of children attending the club is small and this enables staff to spend considerable time talking to parents each day. Consequently, parents receive verbal feedback as to how their child is progressing and a written summary is available for parents to view. This ensures any issues can be promptly discussed. Regular newsletters keep parents informed of future activities taking place, so that they can share children's learning at home. Staff give parents an information leaflet with an overview of the procedures for the club, which ensures they understand how children are cared for. Any changes to the club's policies and procedures are stored on file, within cupboards in the main hall. The manager is aware that there is room to improve how parents are kept informed of any changes that take place with the operation of the club and is considering ways of how to do this. Parents spoken to on the day of the inspection are very happy with the care and education of their children. Parents report that they appreciate the flexibility that is afforded them. They explain that their children still choose to come to the club, even though the parents are available to collect the children from the school themselves. Parents comment that, the staff 'provide an absolutely fantastic service' and cannot praise the staff enough. Partnerships with the school are strong and ensure children are fully supported in their learning and development. Staff at the club discuss children's individual needs with the teachers at the school to ensure that children's learning is complemented in both settings.

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	305315
Local authority	Cheshire East
Inspection number	876740
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	34
Name of provider	Network Nurseries Limited
Date of previous inspection	06/05/2009
Telephone number	07742545737

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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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Piccadilly Gate
Store St
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M1 2WD

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