

Childwall C of E Primary School out of school club

Childwall C of E Primary School, Woolton Road, Childwall, Liverpool, Merseyside, L16 0JD

Inspection date	18/07/2014
Previous inspection date	08/01/2009

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

- Staff provide a good balance of adult-led and child-initiated activities in a well-organised environment. Children are able to select their preferred choice of play after a busy day at school.
- Staff are skilled when interacting with children and encourage them to think, which takes learning forward.
- Children attending the club are confident and independent. Children's opinions are sought on all matters that affect them. This gives them a real sense of ownership of their club and promotes their emotional well-being.
- Staff demonstrate a clear knowledge and understanding of safeguarding policies and employ appropriate procedures to keep children safe. Consequently, children are cared for in an environment that promotes their safety.

It is not yet outstanding because

- Staff do not gather precise enough information about what children already know and can do when they first attend, to fully promote children's individual learning.
- Staff do not currently carry out peer-to-peer observations as part of their ongoing professional development plans. Consequently, some opportunities to further develop staff's already good teaching skills are missed.

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 viewed areas of the school accessed by the out of school club, including the outdoor environment.
- The inspector held a meeting with the manager of the club and observed activities with her.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the club's own parent survey.

Inspector

Rachel Deputy

Full report

Information about the setting

Childwall C of E Primary School out of school club was registered in 2000 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of six provisions, privately owned and managed by a limited company. It operates from an eco-building in the grounds of Childwall C of E Primary School, Liverpool. The club opens five days a week during term time, from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. Children are cared for in one large playroom in the self-contained building and have access to all of the school grounds for outdoor play. There are currently 74 children attending, 20 of whom are in the early years age range. There are currently four staff, including the manager, working with the children, one of whom has an appropriate childcare qualification at level 3 and one holds a level 5 qualification. The club supports children, who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the monitoring of staff practice to ensure the good quality of teaching already achieved is sustained and constantly improved, for example, by introducing peer-to-peer observations
- support parents more effectively to share detailed information about what children already know and can do when they first join the club.

Inspection judgements

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

Staff show a clear knowledge of children's interests and they use this to plan activities and experiences that extend their learning. Each child has an individual file containing observations, photographs and examples of their work. Staff use their own observations and information shared with them from teaching staff well, to effectively support children's ongoing learning. For example, they talk about different countries around the world and different cultures and beliefs, to link in with the school's football tournament theme. Staff join in with team games, providing good opportunities for children to interact and develop their social skills, while also modelling positive behaviour. This effectively complements the learning that takes place in school and ensures that children develop positive attitudes to learning and gain some of the skills they need for the future.

Staff demonstrate a good understanding of how to promote children's development

through play and exploration. The quality of teaching is strong as staff are actively involved in children's play and know when to step back and allow the play to evolve without their input. Staff encourage children to think and try to work problems out for themselves, which promotes their confidence and independence. Staff provide children with an 'activities and equipment' book, which contains photographs of the activities available to them. This means that children are involved with all aspects of the club, including planning the activities and the resources, which they would like. They have a direct impact on their own learning because the activities they choose are things that they are interested in, making the learning they experience relevant to them. For example, some children choose to sit and draw pictures of their day at school, while others create structures together using small construction toys.

Staff work effectively with schools and parents to ensure children receive an individualised supportive service, including children with special educational needs and/or disabilities. Consequently, continuity and progression of children's learning and development is supported well. Parents are successfully informed about their child's achievements through daily discussions. This helps them to support their learning at home.

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

Children are happy and clearly enjoy their time at the out of school club. They develop a strong sense of responsibility because their input is greatly welcomed and valued. For example, at the end of an activity, children are encouraged to sit with staff and evaluate its effectiveness. They talk about what went well and what they did not enjoy or how they could adapt the activity in the future. This results in children being self-motivated and confident, developing good levels of self-esteem. The effective key-person system ensures that children are cared for by adults, who know them well. As a result, children are able to form secure emotional attachments with staff, which helps them to settle-in at the club quickly and feel safe. Children demonstrate their strong bonds with their key persons by readily inviting staff to take part in their play and enjoying their enthusiastic interaction. As part of the settling-in process, children and parents are invited to taster sessions and some important information is gathered from parents about children's needs and family situations. However, there is scope to obtain more detailed information from parents about what children already know and can do, so that staff are able to use this information to fully promote children's individual learning when they first join the club.

Children's behaviour at the club is very good. This is because they are fully involved in creating the club rules. Staff demonstrate a commitment to promoting the well-being of children, praising them for their achievements and reminding them to be polite and caring. Children show their consideration for others as they share and take turns during activities. Any unwanted behaviour is calmly dealt with by staff, while positive actions are praised and encouraged. In addition, children and staff talk about what is acceptable behaviour and why sometimes, children do not share or behave as expected. For example, before children go on an outing, they are encouraged to discuss the rules about how to stay safe and make suggestions, such as 'listen to the grown-ups' and 'never run off'. Consequently, children are learning important skills for their future, such as supporting each other, respecting differences and keeping themselves safe. In addition, their independence is

promoted as they make their own snack and help with appropriate jobs, including assisting with tidying up and setting out games. Children learn about different cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations, which are closely linked to the school's themes and topics. This ensures a consistent approach to children's learning.

Children are supported to develop a good understanding about the importance of a healthy lifestyle. They have fun taking part in vigorous play opportunities in the fresh air. For example, they enjoy activities in the school grounds and sports equipment is readily available. Children's physical skill and coordination is enhanced as they learn to use a bat and ball and negotiate different surfaces and levels. The balanced range of tasty food provided for snack, helps children to learn about how to maintain a healthy lifestyle. This includes children helping to write nutritious snack menus with staff based on what they have learnt at school about different foods from around the world. They increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands prior to eating food or after wiping their nose.

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

The manager and staff team demonstrate a strong commitment to drive the club forwards. This results in a clear action plan that is well targeted to bring about improvement to the outcomes for children. For example, since moving premises, positive changes have been made to create a welcoming environment. The club is situated in a unique Eco-building and as a result, they are not permitted to put up notice boards or display boards on the wall. The staff team have identified this as an area for development and have worked hard to create fold away displays that are colourful, interactive and interesting for children. This helps to ensure that children feel a sense of belonging at the club.

The manager competently demonstrates her knowledge of the legal requirements of the Early Years Foundation Stage. The building is secure and checks are made on anyone entering the building. Staff have a secure knowledge of safeguarding procedures, which contributes to promoting children's welfare. They know who to report any concerns to and there is a safeguarding policy in place. A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe. Staff members ensure that children are supervised at all times and the effective risk assessments in place, help to protect their safety. The manager ensures that staff are suitable and confident in their role of working with young children through safe recruitment procedures. Staff are vetted and background checks are completed for all adults working with children. Annual appraisals, regular supervision meetings and weekly team meetings with staff ensure their ongoing suitability and help to identify their development needs. However, there is scope to further develop staff's already good teaching skills by encouraging and supporting them to conduct peer-to-peer observations.

The manager ensures that there are clear and secure systems in place to monitor the progress of each child through the use of spontaneous observation and by sharing daily

information with parents. Parents are well informed about the out of school club and their children, in order for there to be a shared and consistent approach amongst all those involved in a child's life. For example, staff, parents and teachers work closely to support children's development, such as any temporary behavioural issues. New parents receive an information pack to ensure they understand and are in agreement with the out of school club practice and the care and education of their children. There is a wide array of information displayed on a notice board and any new information or forthcoming events are shared through regular newsletters. Parents' views are gained through surveys, in which their responses are evaluated. This further helps the staff team to improve the service. Outcomes and any action taken as a result of feedback are shared. Parents express complimentary comments about the out of school club.

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	503956
Local authority	Liverpool
Inspection number	877199
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	74
Name of provider	After School (UK) Limited
Date of previous inspection	08/01/2009
Telephone number	0779 6313474

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

