

All Saints Out Of School Club

All Saints Out of School Club, Cedar Road, ASHTON-ON-MERSEY, Manchester, M33 5NW

Inspection date	20/08/2014
Previous inspection date	03/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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, self-assured and confident. They benefit from a dedicated staff team who know them well and provide good care and education.
- The quality of teaching and learning is good as staff have a secure understanding of how children learn.
- Partnerships with parents are good. They work together with the staff to ensure all children thrive and enjoy stimulating learning experiences in the out of school club, pre-school and at home.
- Staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect children in their care.

It is not yet outstanding because

- Staff in the out of school club have not yet developed consistent partnership working with other schools in order to fully complement the 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 out of school club and talked with the staff, including the pre-school's early years teacher.
- The inspector viewed the areas of the premises and outdoor areas used.
The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Jill Hardaker

Full report

Information about the setting

All Saints Out of School Club was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of All Saints School in the Sale area of Cheshire, and is managed by a committee. The group serves the local area and is accessible to all children. There is an enclosed area available for outdoor play for the pre-school and the out of school club use the school playground. The pre-school opens from 9.15am to 12.15pm, Monday to Friday, during term time. The out of school club operates from 7.55am to 8.55am and 3.30pm to 6pm, Monday to Friday, during term time and from 8am-6pm during school holidays. There are currently 88 children attending; three of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The group employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five at level 3 and three hold Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance the good partnerships in place further, by developing more effective ways to work in partnership with other schools in order to fully complement children's learning.

Inspection judgements

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

Children are happy and settled at this lively, welcoming out of school club. They are keen to join in the rewarding, well-presented activities. The manager and staff confidently plan and organise activities and experiences, which foster children's purposeful play and good progress. They ensure these activities reflect children's interests and incorporate their individual learning and development needs. For example, many of the children show an interest in the creative area. The staff ensure the area has many different materials for children to choose from. Consequently, children spend a considerable amount of time selecting their materials and making models and pictures. The staff interact well with children, joining in their activities to help them to concentrate, explore and be imaginative. Children confidently use information technology, as they take turns in playing different computer games, or use cameras in the pre-school sessions. All children relish being outside and being active. Children in the out of school club take part in frequent football games, often organised by other children. The staff provide resources for children to build dens and engage in imaginative play. The staff speak proudly of the outdoor area they have created for the pre-school children. The natural area has areas for children to climb, dig and ride bikes. Smaller areas invite children to sit quietly as they look for bugs and frogs. Staff develop children's mathematical progress by providing many resources to

encourage number recognition, shape and space awareness. They support children well in mathematics by encouraging them to count and recognise numbers, praising them for their achievements and efforts. This means children are keen to further their mathematical learning.

Staff effectively promote children's speaking and listening skills. This is because they spend time involving children in discussion and conversation. The effective use of questions enables children to think critically and solve problems. Staff support children engaged in turn-taking games well. They talk together about the rules of the game, and seek ways to solve problems, such as how to position counters to get four in a row. This develops children's mathematical understanding as they count and sequence to complete the game. The children spontaneously talk about letter sounds and accurately associate sounds to words. Their literacy skills are developing well as they write their names on their pictures and make marks with felt pens and glue. Therefore, ensuring children are developing the skills ready for school.

The staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They effectively assess and identify children's starting points and ongoing development stages. This ensures children make good progress in all areas. Parents say staff keep them up to date on children's progress and achievements. The recent introduction of 'wow stars' for parents to use for observations at home, further enhance the partnership with parents. This demonstrates that they regularly engage in their children's learning. Daily conversations with the key person and the open door policy ensure parents have an awareness of the child's day. Regular emails and parent consultations enable parents to have good knowledge of their child's development. This promotes children's learning further. The out of school club has effective links with the nursery at the local school and they ensure they work in partnership with them. However, partnership working with other schools is not always consistent in order to fully complement children's learning.

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

Children are happy and confident in the out of school club. Staff support them well in their role of key persons throughout the day. Adults make sure the children know what is happening next and what is expected of them and they readily respond. Staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is good and they make effective friendships. Staff are good, positive role models; they show respect for the children and support them well. Consequently, children feel emotionally secure and are confident and independent. During the day, children of different ages often spend time together, chatting or playing cooperatively. For example, while outdoors, children play football together and the older children encourage and cheer the younger children on. Staff support children in developing skills to assess risks as they use the climbing frame and balance beams. Consequently, children are learning how to keep themselves safe.

Staff promote healthy lifestyles by encouraging children to bring a healthy packed lunch and by providing freely available water at all times. All children are encouraged to be

independent at meal times. They effectively wash their hands before and after eating and using the bathroom. As children go outside, they put on their sweaters or coats. This develops their independence effectively. Children are developing good social skills, which prepares them for experiences in the wider world, such as school. Younger children develop healthy habits with robust hygiene routines that they learn with the support of staff. For example, a member of staff explains how germs spread to a child after she questions why she must wash her hands after wiping her nose. All staff are aware of children's dietary needs as a comprehensive list is on display in the kitchen where snacks are prepared. This further ensures children's safety and well-being.

Parents in both the out of school club and the pre-school speak highly of the provision and feel the management and staff support them well. The staff ensure a good settling-in procedure supports children, especially in the pre-school. The staff gain information of the children's needs through discussions with parents. This ensures individual children's needs are adequately met and children's starting points are identified. The staff develop good relationships with the local schools. The schools invite the pre-school children to events and teachers visit the pre-school. This enables the teachers to gain an understanding of children's starting points and to begin getting to know them. Therefore, children's excitement of going to school is high and they eagerly look forward to the transition.

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

The motivated managers demonstrate a strong drive and commitment to maintain the good standards of care and education they and the staff provide for the children. The staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are included in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Therefore, they keep children safe and secure in both the out of school club and the pre-school.

The managers have good knowledge of the skills of the staff and they give their professional development high priority. Regular supervisions and management appraisals mean that staff are constantly improving their good practice. The impact of this is evident in the setting as staff evaluate their practice and strive to improve the service they offer to children and parents. The early years teachers' monitoring of children's education, learning and development ensure assessments are accurate and consistent. The planning schedule shows how children's interests, development and achievements feed into the planning for their next steps in learning. Consequently, all children are making good progress in their learning and development given their starting points.

The management team use parent questionnaires to gain the views of parents on the provision. Most parents feel there is a good flow of information between both the pre-school and out of school club and home. The staff in the pre-school room build up effective links with local schools. Teachers visit the pre-school during the summer term

and the school staff invite children to events, such as Christmas plays. In partnership with parents, the staff complete a summative assessment transition report, therefore, ensuring teachers have a good knowledge and understanding of children's starting points. This assures children's ongoing development. The out of school club is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of working with parents and other professionals to make sure they meet the needs of all children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	318137
Local authority	Trafford
Inspection number	872047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	88
Name of provider	All Saints Out Of School Club Committee
Date of previous inspection	03/10/2011
Telephone number	0161 976 3650

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

