

St Anthony of Padua Catholic Primary School

St. Anthony of Padua Primary School, Sands Road, LIVERPOOL, L18 8BD

Inspection date	04/11/2014
Previous inspection date	06/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 form good relationships with children. Peer befriending systems are in place for those most in need. This ensures that children are happy and emotionally secure.
- Staff have a good understanding of how to safeguard children, as they know how to respond to any concerns about the welfare of a child in their care. Therefore, children are kept safe and well protected.
- Teaching is good. Staff make effective use of the environment, so that children experience interesting activities. Interactions provoke children to think critically, which prepares them for school activities.
- Staff have a good partnership with the school as they liaise with teachers to ensure continuity of care and extend learning.

It is not yet outstanding because

- There are fewer opportunities for children to write for different purposes about things that interest them.

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 carried out a tour of the club.
- The inspector observed and spoke to staff and children.
- The inspector took into account the views of parents and carers.
The inspector held discussions with the manager and director and considered a
- range of documentation, including evidence of staff suitability checks and qualifications.
- The inspector carried out a joint observation with the manager.

Inspector

Catherine Hargreaves

Full report

Information about the setting

St Anthony of Padua Catholic Primary School was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within St Anthony of Padua Catholic Primary School in the Mossley Hill area of Liverpool. The club opens Monday to Friday from 7.30am to 9am and from 3.20pm to 5.45pm, during term time. Children attend for a variety of sessions. Children are cared for in the resource room and have access to an enclosed outdoor play area. There are currently 150 children on roll, of whom 15 are in the early years age range. There are currently two staff working directly with the children, who have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's writing skills further, for example, by increasing opportunities to write for different purposes about things that interest them.

Inspection judgements

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

Staff have a good understanding of how to promote the learning and development of young children. They obtain information about each child's starting points from parents or their previous setting. This ensures that staff provide each child with tailored support from their first day. Staff have high expectations of children and parents comment on how well the different age groups support each other. They plan for all areas of learning, using seasonal themes. Staff also liaise regularly with teachers in the school to further extend learning opportunities or meet the needs of specific children. However, there are fewer opportunities for children to write for different purposes about things that interest them. Children attending the morning session, spontaneously help themselves to breakfast cereals, fruit and yoghurt. They also clear up after themselves without having to be asked. This demonstrates their understanding of routine and responsibility.

The quality of teaching is good, as staff know how to facilitate events based upon what they know about children. For example, children engage in deep conversations with staff, who use open questions to support their critical thinking development. Children learn actively, as staff support their emerging skills through providing relevant resources and sensitive encouragement. Staff demonstrate and explain how to do things differently, which builds upon children's understanding. Consequently, children are making good progress from their starting points and demonstrate the dispositions required for school.

The key-person system supports parents from initial assessments and continues with

regular updates. Staff relay messages to and from teachers for continuity of care. As the main school has an infant and junior department, staff escort the infants to and from their classrooms, while juniors make their own way to and from their playground. The large equipment in the playground provides space and equipment to develop children's physical abilities and imagination, for example, when making dens. Communication and language skills are supported effectively, as staff position themselves at the children's level and model language dependent upon the age of those present. The playroom is well resourced and pictures and children's work on the wall create a collage of past activities for them to reflect upon and make links to, in order to support their learning.

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

Children's emotional well-being is supported exceptionally well as staff have systems in place to support their confidence and self-motivation. For example, a peer befriending system is in place for children, who find it difficult to separate from their parents. Children, who are new or less confident, are supported by peer 'councillors', who suggest activities or offer advice on where resources are kept. Staff have warm relationships with the children and a parent describes the club as 'brilliant'. Parents discuss how their child asks to attend, even on their days off. Staff praise children and reward stickers for particularly good effort, which they respond to with pride. Consequently, children's pride in their own efforts motivates them to keep on trying and prepares them emotionally for their next stage of learning.

Staff provide a variety of healthy breakfast and snack options for children to self select. Projects help children to learn about the importance of eating a balanced diet and taking regular exercise. Children are encouraged to go outdoors, however, free access is monitored at the beginning and end of the day, when parents are arriving. Staff have access to a key to secure the gate and children are reminded of the safety rules. Children are actively encouraged to take considered risks, for example, as they use the logs to balance on. Children are encouraged to look after their own personal needs and staff remind them when they need to use a tissue. Consequently, staff teach children how to be responsible for their own and each other's welfare and safety.

Staff understand that some children prefer to rest and others want to be active, therefore, the room has been divided into different sections. They are also able to react to busier days and understand the need to split groups occasionally into age bands to maximise children's enjoyment and learning opportunities. Children respect each other's differences and need little supervision to play cooperatively alongside each other. They are given plenty of warning that they will need to prepare for entering the lesson time, therefore, they are emotionally prepared for the move into school time.

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

Staff fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of

how to keep safe through child-protection training. Staff have a secure knowledge of how to respond to any concerns. Systems are in place for staff to evaluate their practice and prioritise improvements. Since the last inspection where the club received a number of actions to improve and a subsequent monitoring visit, staff have made improvements to the quality of their service. All staff have now undergone training to ensure the club meets the legal requirements for suitably qualified and trained persons to be present at all times. This includes training in first aid, food safety and safeguarding. A fire safety and evacuation log and a record of administered medication have been introduced. Records are now available for inspection. Rigorous recruitment procedures are in place and all staff have been assessed for suitability. Therefore, children's welfare is assured. An area for relaxation has been introduced and resources are now accessible to children. This means that children can access areas and resources independently to meet their interests. Further to the actions set, there is an induction and personal development plan in place for a new member of staff. Existing staff plan to develop their skills to further support children's communication and language skills. Parents are also involved in the club's improvement plans through feedback questionnaires, suggestion boxes and comments sheets available daily. Consequently, the manager demonstrates that she is committed to sustaining improvements, which have a positive impact on children's learning and development.

Plans for meeting the learning and development requirements of the Early Years Foundation Stage include regular child observations and assessments, which are shared with parents throughout the year. Staff are able to identify children, who may need additional support and liaise closely with the school and other professionals to ensure they receive the additional support, which they need to close their gaps in learning. Consequently, effective partnerships are in place to ensure all children receive the best support possible.

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	EY347169
Local authority	Liverpool
Inspection number	979637
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	150
Name of provider	After School (UK) Limited
Date of previous inspection	06/06/2014
Telephone number	07717232887

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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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