

# St Winifreds RC Primary School - out of school club

St Winifreds RC Primary School, Didsbury Road, Stockport, SK4 3JH

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 19/09/2014     |
| Previous inspection date | Not Applicable |

| <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            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and enjoy their time at the out of school club because staff get to know all children and build positive relationships quickly.
- Arrangements for safeguarding children are sound, and clear policies and procedures are implemented to help ensure children are kept safe at all times.
- Older children offer support to the younger children when needed. This is a well-developed characteristic of the children attending.
- Partnerships with parents are good. Staff have an effective two-way flow of information to ensure parents are involved in their children's care.

### It is not yet good because

- Identification of staff's individual training needs, particularly attending paediatric first-aid training, have not been addressed in a timely manner.
- Appraisals and supervisions have not yet taken place, in order to begin a culture of self-reflection and to further build on the quality of practice.
- Some computer games children can play do not promote positive behaviours.
- Children are not provided with good opportunities to learn about healthy food choices.

## 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 had a tour of the out of school facilities and observed activities indoors and outdoors.  
The inspector checked evidence of the suitability and qualifications of staff working with children and had discussions with the provider and out of school manager regarding self-evaluation.
- The inspector took account of the views of children and staff spoken to on the day of inspection.

## Inspector

Joanne Parrington

## Full report

### Information about the setting

St Winifreds out of school club was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed by Complete Education Children Services. The club operates from two large rooms in St Winifreds Catholic Primary School. Children have access on set days to the large school hall. There is a playground available for outdoor play. The club is open from 7.45am until 8.45 am and from 3.15pm to 6pm, Monday to Friday, during term time. Children attend for a variety of sessions. There are currently 88 children on roll, of whom 15 are in the early years age range. The nursery employs five members of staff. The manager holds a qualification at level 4. The club is supported by Stockport early years development team.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- conduct regular supervisions and appraisals with staff to identify their individual training needs, particularly attending paediatric first-aid training and support their professional development in order to raise the overall quality of practice.

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

- review the computer games available to the children to ensure they promote positive behaviours
- support children further to develop their understanding about making healthy choices at snack time.

## Inspection judgements

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

Children are happy and enjoy their time in the out of school club. Staff interactions are good and children are supported when needed in their activities. Children have access to a variety of resources daily covering all areas of learning to further support children's progress. Children particularly enjoy outdoor play. Outside, children act out a story about pirates. The children are enthused by the tale and command a member of staff to walk the plank. The member of staff asks why she needs to walk the plank. One of the children replies, 'Because I am the Captain'. Other children join in and the climbing frame is turned into a ship of pirates. The captain recognises that the ship has no flag and asks for some

pens and paper. Staff are quick to gather the resources together to assist in their creations. Children's imagination skills are fully supported by staff as they encourage children to be active learners and guide their own play.

Children are developing their information technology skills as they independently navigate their way around computer programmes. Many of the children use this time to complete homework set by their class teacher. The older children are more than happy to offer support if the younger children need it. This is a well-developed characteristic of the children attending. However, while the computer systems are to some extent monitored and the programmes the children can access are restricted, there are some programmes that are not appropriate and give children mixed messages about behavioural expectations.

Children choose for themselves activities they would like to take part in. Some children build models with the small construction bricks. Children are proud of their creations and show them off to their friends and staff members. Other children enjoy using pens and pencils, further supporting their writing and drawing skills. Children's social skills are developing as they independently join in with group games and enjoy working together as they play football. Staff facilitate children's learning through effective questioning. They support and encourage them to develop their own ideas to extend their learning further. As a result, children are interested and motivated in their learning and are further developing skills needed for the next stage in their learning.

The manager works at the school and is familiar with the children's needs, particularly those of children in the early years age range. Staff gain knowledge of children's interests and capabilities. As a result, children are engaged in purposeful play. Staff offer daily feedback to parents about how their child has been, focusing on the activities their children have enjoyed, so that parents can continue these at home. The links between the staff and the foundation stage unit at the host school are forming and, therefore, staff are beginning to think about how they can complement children's learning further.

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

Children and their families are warmly welcomed into the out of school club. There is an effective key-person system in place to ensure children's individual care needs are met. Children are confident and self-assured in their environment because staff build positive relationships with parents and children. All children are valued and respected and staff act as good role models to ensure children respect and value each other. Staff take on board all children's views and listen to their ideas. Consequently, children are emotionally prepared for the move to the next stage in their learning.

Children enjoy a selection of snacks and water is available throughout the session. However, staff do not fully support children to learn about healthy food choices. For example, fresh fruit and vegetables are available to the children, but many prefer to eat biscuits instead. Staff remind children of the importance of washing their hands before snacks and after going to the toilet. This reinforces effective hygiene practices. Children have access to a large outdoor playground and staff provide a range of activities to

promote their physical skills and enable children to take measured risks, such as climbing on the climbing frame and playing ball games. Consequently, children are beginning to understand the importance of physical activities and the effects exercise has on their bodies.

There are generally effective procedures in place to support positive behaviour. Staff liaise with the teachers about the school's behaviour management strategies and their expectations. As a result, there is a consistent approach to managing behaviour. A reward system is in place and children are proud of the 'smileys' they get for good behaviour. As a result, all children understand boundaries and children's behaviour is good. Staff use praise and encouragement, older children act as excellent role models and staff consistently encourage children to share and take turns during activities. Children move around the environment with ease and are regularly reminded of how to keep themselves safe. Children take part in regular fire drills and are encouraged to use equipment safely.

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

Children's welfare is promoted to a satisfactory level because staff have an adequate understanding of the safeguarding and welfare requirements. Almost half the staff team have attended safeguarding training and all staff have an understanding of their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Only the manager has a current paediatric first-aid certificate. Therefore, there is the potential due to staff issues, such as holidays or sickness, that legal requirements may not be able to be fulfilled. However, discussions with staff demonstrate their abilities in the procedures they must follow in dealing with accidents. Effective recruitment and induction procedures help to check that all those working with children are suitable to do so.

The ratio for staff to children more than meets with requirements and, therefore, children are supervised well. The out of school club records the attendance of children, staff and visitors and checks all visitors' identity before they enter the club. Accidents and other incidents are recorded and parents are informed about any injuries to a child. The policy for the use of mobile phones and cameras is made clear to staff and parents. Posters displayed in the entrance hall to remind staff, parents and visitors of what the procedures are. This helps to keep children safe.

The new members of staff are supported by other members of the team and the provider, to ensure they have the guidance and support needed to develop their knowledge of the Early Years Foundation Stage and to settle into their roles. As a result, all staff are working together to develop the club and ensure all children are fully supported. However, the programme of monitoring staff performance through appraisals, supervisions or coaching has yet to be implemented. This means that staff are not well supported to continue their professional development and to improve the overall quality of their practice. Self-evaluation is in the early stages. Management are working with staff, parents and the children to develop improvement plans, to identify future priorities for improvement in order to further develop and enhance current practice.

Staff build effective partnerships with the host school. They talk to teachers daily to discuss any concerns about the children. Staff are beginning to discuss the activities the children have been involved in at school and use this information to complement their experiences in the out of school club. Staff build good links with parents. They talk to them daily about the activities their child has taken part in and encourage them to discuss activities their child enjoys at home. As a result, there is a combined approach to supporting 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY474071                                   |
| <b>Local authority</b>             | Stockport                                  |
| <b>Inspection number</b>           | 960182                                     |
| <b>Type of provision</b>           | Out of school provision                    |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 0 - 17                                     |
| <b>Total number of places</b>      | 44   |
| <b>Number of children on roll</b>  | 88   |
| <b>Name of provider</b>            | Complete Education Children's Services Ltd |
| <b>Date of previous inspection</b> | not applicable                             |
| <b>Telephone number</b>            | 0161 432 5782                              |

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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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