

St Mary & St Michael Before/After School Club

St. Marys RC School, Castle Lane, Garstang, PRESTON, PR3 1RB

Inspection date	14/11/2014
Previous inspection date	12/10/2010

The quality and standards of the early years provision	This inspection:	
	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		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 consulted with well and contribute towards the planning of activities, enabling them to follow their interests and promote their independence and therefore, they enjoy their time at the setting.
- Children behave well and have good relationships with practitioners and other children. This supports children's personal, social and emotional development.
- Partnerships between home and the setting are strong and parents praise the level of care that practitioners provide for their children.
- Safeguarding procedures are good and all practitioners implement these well. Practitioners effectively support children's understanding of how to keep themselves safe.
- Managers have robust systems for supervision and development, ensuring essential training is updated, such as first aid. Self-evaluation is good and identifies areas to improve.

It is not yet outstanding because

- Daily communication with other practitioners, such as school teachers, is not always focused on complementing children's learning and achievements 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 playrooms and the outside learning environment.
- The inspector conducted a joint observation with the supervisor.
- The inspector held meetings with the owner and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, including paediatric first-aid certificates.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent consultation.

Inspector

Jacqueline Midgley

Full report

Information about the setting

St Mary & St Michael Before/After School Club was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of six out of school provisions run by Discovery Vine Ltd. The setting operates from the main and smaller room on the ground floor of the parish centre in Garstang. Children have access to a secure enclosed outdoor play area and the school field. The setting is open 7.45am to 9am and from 3.25pm to 5.45pm during term time. There are 47 children on roll, 10 of whom are within early years age range. The setting employs four regular practitioners, with the manager/owner holding Early Years Professional status, the supervisor and one other practitioner hold relevant childcare qualifications at level 3 and the fourth member of staff is unqualified.

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 communication with other practitioners, such as school teachers, in order to fully support and complement the individual learning children achieve at school.

Inspection judgements

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

The experienced practitioners have a secure understanding of how to help children relax after a busy school day and initiate their own play. Children are motivated, occupied and interested in the diverse activities and experiences available for them to choose from. For example, children enjoy making scarecrows and carving pumpkins as part of regular competitions that take place with other settings in the chain. Practitioners ensure that children have the choice to be physically active by playing outdoors or to be creative and play more quietly by staying indoors. Children enjoy the activities and are able to follow their individual interests. For example, children confidently inform visitors that they like coming to the setting because they can play football outdoors and do craft activities indoors. The environment is well organised and children can access resources easily. Practitioners understand how to promote young children's learning and development, for example, independence is supported by encouraging them to put on their own dressing-up clothes and buttoning their own coats up.

Practitioners communicate well with school both informally and via a detailed communication book. For example, by discussing any matters relating to children's well-being and to gain an overview of the groups' learning, such as topics being enjoyed in school. However, they do not always obtain a clear picture of each child's capabilities to complement the learning that children achieve at school to the maximum potential.

Children are happy and settled, talking regularly and confidently with practitioners and each other. Practitioners skilfully interact with children because they value their comments and contributions and extend their ideas by using open-ended questioning, which promotes their critical thinking. Children spontaneously move toys from one area to another as they develop their imaginative play. They enjoy playing outdoors, developing their physical skills and getting plenty of exercise. Practitioners provide sensitive support to children when they learn new skills, knowing when to engage and when to let them try for themselves. Children receive praise and encouragement from the practitioners, which promotes their confidence and desire to persevere with tasks and to attempt new ones. For example, creating detailed designs using small beads. Children are articulate and they and practitioners communicate well together throughout the session. Practitioners also speak to parents daily to inform them about their child's time and activities at the setting.

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

The setting is a warm and friendly place for children. The familiar surroundings and the friendly and vibrant practitioners contribute to helping children feel safe and emotionally secure. Practitioners welcome all children into a caring environment and encourage them to establish firm attachments with peers and adults. Children refer to practitioners by name and are confident to ask for help. Parents' comment on how well their children have settled into the setting and how much they enjoy attending. This is because there is a strong key-person system in operation and established partnerships with teachers in the school. Therefore, children's care is always tailored to meet their needs effectively, which enables them to move confidently between school and the club. Children behave well and are aware of the setting's boundaries and routines. They cooperate well during play. For example, they demonstrate skills at negotiating turn taking when building dens. Children are given lots of praise and recognition for their efforts and achievements, ensuring that they feel confident and valued. For instance, children are praised for sharing and taking turns so well. Children are aware of their own safety and mindful of the safety of others because they receive clear and consistent guidance from practitioners. For example, children climb trees confidently and understand how high they can climb safely. Therefore, practitioners support children's understanding of safety issues and enables them to learn to take risks in their play.

Children are aware of and have a good understanding of their own personal care. They independently wash their hands before eating and after using the bathroom, without any prompt from practitioners. A clean, well-maintained environment and daily risk assessments of the premises and resources help to ensure children's safety in the setting. Opportunities to engage in active play supports children's physical development and helps to promote their health and well-being. Outdoor play is positively encouraged and children are motivated to play outside in the fresh air. The school grounds offers good facilities for children. For instance, on the day of the inspection, most children spent much of the session outdoors. Snacks promote healthy eating and supplement main meals taken at school, so that children do not become hungry. Practitioners use this opportunity to discuss healthy eating with the children to support their understanding of how to make

healthy choices. Children serve themselves and pour their own drinks to further enhance their self-care skills. Drinks are freely available throughout the session to keep children hydrated.

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

Safeguarding arrangements are good because the management team understand their role in protecting children from harm. All practitioners have received training and are aware of what to do should they have concerns about children's welfare. Therefore, children are kept safe. Risk assessments are thorough and safety checks effectively identify and minimise hazards. As a result, children are cared for in a safe, secure environment. Documentation and records are well maintained and reviewed, which firmly underpins children's safety and welfare.

The management team fully understand their role and responsibilities to implement the requirements of the Early Years Foundation Stage and they do so with confidence. Practitioners benefit from an induction period, ongoing training programme, regular supervision, weekly meetings and annual appraisals. Appropriate arrangements are in place to monitor practitioners performance and continued suitability for their post. This is effective in supporting practitioners to reflect on their practice and develop the quality of their teaching. As a result, practitioners are confident with knowing where children need support, in order to fully enjoy their time at the setting. Plans to evaluate and subsequently, monitor the quality of the setting, are implemented well. Planned activities within the setting are based around children's interests and are stimulating and interesting for them. This is because children are consulted and actively involved in evaluation and improvement plans. For example, following a wild bird project involving a variety of activities, children confidently wrote to the management team to explain that counting the wild birds was difficult when other children were being noisy. Children are secure in the knowledge that their views are consistently valued by practitioners.

Self-evaluation is good because it involves consultation with parents, children and the school, so that any changes made reflect their views and opinions. All recommendations raised at the previous inspection have been appropriately addressed. The setting enjoys very good relationships with school staff, consequently, they communicate well to support children's well-being. Partnership with parents is very good. They are consulted on a variety of matters each month and their feedback is used to direct change. For example, they were recently consulted regarding the changes to the Early Years Foundation Stage, to establish parents' views regarding preferred staff-to-child ratios. Feedback from parents is overwhelmingly positive and describes how children enjoy their time at the setting, for example, 'My children are engaged in what they like doing and are really excited about the high quality activities'; 'My child loves coming' and 'The arts and craft activities are particularly good'.

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	EY362407
Local authority	Lancashire
Inspection number	878470
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	47
Name of provider	Discovery Vine Limited
Date of previous inspection	12/10/2010
Telephone number	07772 311168

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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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