

# St Mary's C of E After School Club

St. Marys C of E Primary School, Cundy Street, Sheffield, South Yorkshire, S6 2WJ

## Inspection date

24/11/2014

Previous inspection date

23/11/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Arrangements for safeguarding children are firmly embedded in practice. Strong policies and procedures are consistently implemented to promote children's safety and welfare exceptionally well at the club.
- Staff effectively promote children's learning and development experiences through a variety of interesting and challenging activities. As a result, the educational programme is superbly planned by skilled and knowledgeable staff.
- Children are extremely happy and settled and their behaviour is excellent. This is because staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments.
- The manager and staff are truly passionate and dedicated to their work. They value opportunities for professional development and the drive for improvement is uncompromising as they endeavour to improve learning outcomes for all children.
- Systems for self-evaluation are rigorous. Areas for development are regularly reviewed and prioritised to continually improve children's care, learning and play.
- The manager and staff work extremely well in close partnership with parents and other professionals. They are fully committed to providing high quality care and education for children, which means children's welfare is very well supported.

## **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 playroom and in the outside area.
- The inspector conducted a joint observation with a staff member.
- The inspector held meetings with the provider and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- 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, spoken to on the day, and from information included in the club's own parent survey.

**Inspector**  
Ruth Moore

## Full report

### Information about the setting

St Mary's Church of England After School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a dedicated room in St Mary's Primary School, in the Walkley area of Sheffield, and is managed by a voluntary committee. Children have access to the host school's enclosed playground. The club serves the local area and is accessible to all children. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Two staff hold appropriate qualifications at level 2. The club opens Monday to Friday during term time. Sessions are from 7.45am to 9am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group. The club supports a number of children who speak English as an additional language and children with 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 already successful relationships with parents to provide even more inspiring learning opportunities for children, for example, by developing play workshops for parents.

## Inspection judgements

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

The club is highly successful in enabling children to learn through their play. Staff successfully promote the characteristics of effective learning, such as playing and exploring, active learning, creating and thinking critically. Staff place a strong priority on supporting children's personal, social and emotional development, promoting their physical development and reinforcing and extending their communication and language skills. Securely embedded systems are in place to provide a broad range of stimulating activities that are highly effective in complementing children's learning at school. Consequently, children are extremely interested in learning and are very confident. All the staff work at the children's school. Consequently, they have superb links with class teachers. The information they obtain from parents and the school is used exceptionally well to inform children's activity plans. Children with special educational needs and/or disabilities, and those who speak English as an additional language, receive meticulous support, as staff are highly experienced in working closely with families and outside agencies. Advice from professionals involved with children is used by key persons to inform their individual planning. Staff carry out timely interventions because they easily identify any support children may require. As a result, all children make excellent progress in all areas of learning.

Key persons regularly complete observations on their group of children. They listen and take note of what they see and hear. Observations and comments from children, parents and other staff are also obtained and used highly effectively to identify children's individual interests, learning styles and capabilities. Staff track children's achievements with an assessment tool, which clearly demonstrates children are making outstanding progress, relative to their starting points. Planning evolves each day. It reflects observations of individual children during activities and targets their planned next steps in learning. Staff listen with genuine interest to children and show children that they value their contributions and suggestions. Interaction between staff and every child is extremely strong. The very well-resourced learning environment, excellent organisation of planning and staff's secure knowledge of children's next steps in their learning help to ensure that every opportunity is made to support and extend children's learning across all areas. Teaching techniques are rich, varied and imaginative across the club because staff notice what arouses children's natural curiosity. They ensure they provide sufficient time and space for children to become deeply involved in their learning. For example, staff skilfully question children and are imaginative in their teaching, as they help children to explore the concept of weight, taste and texture as they bake cakes. A highly inclusive approach to children's learning is evident as all children make choices and decisions about their play and learning throughout the session. This helps children to develop exceptional skills and achieve their goals.

Partnerships with parents are promoted very well because staff actively encourage them to be involved in their child's learning. A highly comprehensive range of information is gathered from parents, which means children settle quickly. Children's ongoing excellent progress and development is enthusiastically shared with parents on a daily basis. Parents are supported in extending children's learning at home, as highly motivated staff give suggestions as to what parents can focus on in the home environment to support their child's learning further. This could be enhanced further by providing more inspiring learning opportunities for parents and children. Parents are extremely complimentary about the club and the impact it has on their child's excellent progress.

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

An exceptionally well-established key-person system helps children to make a smooth move between school and the club. Staff fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the club. In this way, they are extremely aware of children's needs and are in a position to meet them as soon as a child starts. Older children befriend and mentor children in the early years age group. As a result, children's personal, social and emotional development is promoted extremely well in a warm, caring, supportive environment. Consequently, children's self-esteem is significantly enhanced by the secure emotional attachments they build. Children are highly motivated in their play because they are consistently engaged in stimulating learning. As a result, behaviour is exemplary. Staff are excellent role models. They skilfully use positive strategies to reinforce their expectations to children and recognise their efforts as achievements. Children receive regular praise and encouragement and are sensitively supported as they learn how to

understand and manage feelings. For example, children can use a worry box to show how they are feeling by writing about the worries they may have. In addition, children can nominate their friends to be star of the day if they want their actions to be recognised. Consequently, children display mature attitudes and are respectful and considerate towards each other.

Children are developing a superb understanding of the importance of living a healthy lifestyle. At snack time children are encouraged to clean the tables and prepare their own snacks. During this time, staff take the opportunity to chat to the children about the food they are eating. Older children support children in the early years age group to help themselves to food and pour their own drinks when they are thirsty. As a result, children's independence is promoted exceptionally well. Excellent hygiene practices are in place for all children to minimise the risk of cross-infection. They know to wash their hands before they eat to stop germs from spreading. Staff provide an exciting learning environment, both indoors and outdoors, and children access outside provision daily. This means that children who prefer to learn outdoors enjoy exciting challenges that promote their all-round development. Children gain an exceptional awareness of how to keep themselves healthy and safe. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly.

The club significantly enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. They have a rich, varied and imaginative selection of books and play materials. These reflect positive images of diversity and are used very well to nurture children's respect towards people who are different to them. Children also attend a variety of community clubs on a regular basis in the local area, including community attractions that develop their understanding of the world. Consequently, children are making relationships and developing excellent social skills in preparation for the next stage in their learning.

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

The manager and staff place the utmost priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended the relevant safeguarding training to ensure that they fully understand and fulfil their responsibilities with regard to child protection. There are two designated safeguarding officers to ensure that there is always someone available, should staff need support. As a result, staff have an excellent understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a colleague. All required documentation and records are clear and well written, including robust risk assessments. Meticulous policies and procedures are appropriately kept and available for parents at all times. Rigorous vetting and recruitment procedures ensure all persons employed are suitable to work with children. The identity of visitors is checked and they are electronically photographed before entering the club. Procedures for the use of cameras and mobile phones are effectively implemented. The club's e-safety policy and procedure is embedded. For example, vigilant staff monitor children's use of the club's computer equipment. Consequently, the club's practice is exemplary in underpinning children's safety and

welfare.

A relentless pursuit of excellence is demonstrated through the acute monitoring of practice. This includes the delivery of educational programmes, assessment and monitoring of children's progress. This high quality and precise monitoring successfully identifies any gaps in groups of children or any areas of the provision that may require additional support or attention. As a result, all children receive high levels of support that promote their excellent progress towards the early learning goals. The manager and staff are extremely committed to their work with the children. This is reflected in the exceptionally low turnover of staff and the enthusiasm and enjoyment staff demonstrate when interacting with the children. Staff are highly qualified and have a wealth of experience. They have an excellent knowledge and understanding of the Early Years Foundation Stage. This has a very positive impact on how children learn. Arrangements for formal supervisions and appraisals are in place, as well as a targeted programme of professional development. All staff attend training to enhance their qualifications and are highly motivated. As a result, staff are confident, highly skilled and well equipped to offer children the highest quality care and education. Partnerships with other professionals are equally strong. Staff are proactive in seeking expert help and support from health and social care professionals, to ensure that children and families receive the support they need.

Excellent self-evaluation takes into account the views of parents, children and staff. Since the last inspection, the club's self-analysis has greatly improved. It consistently identifies and highlights strengths and areas for development and a meticulous action plan drives continuous improvement. Staff welcome feedback and provide an open and transparent communication system. They actively seek children's and parents' views to find out about things they like or dislike at the club, through questionnaires. These are then taken into account to ensure children's and parents' contributions are valued and used constructively to develop the provision and improve learning outcomes for all children. As a result, the club is continually improving and children are fully supported to make outstanding progress in all aspects of their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY297320
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	861612
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	68
<b>Name of provider</b>	St Mary's C of E Primary School Committee
<b>Date of previous inspection</b>	23/11/2009
<b>Telephone number</b>	0114 2344461

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

