

# St Anne's Out of School Club (D)

St. Anne's Church, St. Annes Road, Denton, MANCHESTER, Lancashire, M34 3DY

## Inspection date

27/11/2014

Previous inspection date

19/05/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 have a secure knowledge and understanding of all safeguarding practices. They are aware of the signs, symptoms and possible indicators of abuse and neglect. Consequently, children are very well protected.
- The management team is strong and has highly effective improvement plans in place. As a result, the quality of care, learning and teaching has significantly improved since the club's last Ofsted inspection
- Partnership working is a strength of the club. Parents speak highly of the services offered and links with the local authority, primary school and other early years professionals are securely in place.
- Children attending the club are confident and independent. Children's opinions are sought on all matters that affect them. This gives them a real sense of ownership of their club and promotes their emotional well-being.

### It is not yet outstanding because

- Some opportunities to develop staff's already good teaching skills even further are missed, as they do not have opportunities to observe each other and discuss practice
- Staff do not always maximise opportunities for children to practise and learn about good hygiene routines, such as washing their hands prior to eating snack.

## **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 club with the deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection and held a meeting with the manager.

## **Inspector**

Luke Heaney

## Full report

### Information about the setting

St Anne's Out of School Club (D) was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by an individual. The club is situated in a church hall in the Denton area of Tameside. Children have access to the church hall, bathroom facilities and an outdoor play area. The setting is open Monday to Friday, from 7am until 9am and again from 3.15pm until 6pm during term time. The holiday club is open Monday to Friday, from 8am until 6pm during school holidays. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff is unqualified. There are currently 32 children on roll, six of whom are in the early years age group.

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

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

- build on children's opportunities to learn about self-care and good hygiene, for example, by making sure they consistently wash their hands prior to having snack
- extend opportunities to ensure the good quality of teaching already achieved is sustained and constantly improved, for example, by offering staff opportunities to observe each other's work and discuss and share good practice.

## Inspection judgements

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

Staff demonstrate a secure understanding of how to engage children in purposeful and meaningful play programmes. Consequently, children are confident and independent learners who display the characteristics of effective learning. Staff obtain children's initial starting points from parents through a comprehensive All about me form. They fully utilise this information to ascertain what children like to do and what they can already do. As a result, children receive personalised play experiences that keep them interested and motivated to learn. Staff routinely implement observations on children and quickly identify their individual needs and emerging interests. This information is effectively evaluated and is shared with class teachers to inform children's next steps. Consequently, children's learning and development is effectively complemented between the school and the club.

Staff place high emphasis on children's communication and language development. They are good role models and have attended comprehensive training to support and extend children's early communication skills. As a result, children are confident and skilful communicators. The quality of teaching is consistently good and staff have a secure

understanding of how to maintain a correct balance between adult-led and child-initiated learning. Consequently, children display high levels of self-motivation and independently master new skills, such as piecing together jigsaws through the process of trial and error. Staff successfully promote children's early personal, social, emotional and moral development through effective programmes and positive reinforcement. They join in with team games; discuss the significance of friendships and model good social skills. Consequently, children are eager to take an active part in their club and take on additional roles, such as being a counsellor, a buddy or a special friend to children who have recently joined the club. Children gain a good awareness of the world in which they live in. They cook traditional cultural foods, such as noodles and spring rolls for Chinese New Year and decorate candlesticks for Hanukkah. They play with a wide range of multicultural toys, and positively discuss difference in each other's eye, hair and skin colour.

Children are prepared well for their next stages in learning. Staff liaise with local schools and offer perceptive support and tailored activities to help children acquire extended skills for future learning. Consequently, children write their own names, pour their own drinks and demonstrate good concentration skills during adult-led activities. Partnership working is strong and links with other childcare providers, schools and the local children's centre are well fostered. Parents are kept well informed of the activities and events taking place at the club through daily discussions and through a detailed parent notice board. Additionally, staff share children's personal achievements from the club and pass on important information from school.

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

Children enter their club with great enthusiasm and are eager to explore the games and activities on offer to them. They sit quietly reading books and reflect on their busy day at school with each other. Children have a strong sense of belonging in this busy and vibrant club and their creative work and achievements are displayed, celebrated and shown to parents. Children's emotional well-being is given high priority and the settling-in procedure is robust. Children and parents are invited in for stay and play sessions and staff are given allocated time to observe children in their school environment. This means that the key-person system is highly effective and children form secure attachments with the adults who care for them very early on.

Children's behaviour is very good and staff are good role models. They provide clear, consistent and age appropriate explanations and reward children with stickers for exceptional behaviour. Older children have devised their own club rules and regularly remind one another of what is expected of them. Children take great pride in their play environment and display very good independence skills. They help staff to tidy toys away, clear snacks and help to put creative displays up. Furthermore, they take responsibility for personal belongings and tend to their own physical needs, such as toileting. Staff encourage children to discuss activities they have participated in, reflecting on what went well and what could be improved. This develops children's confidence and promotes their self-motivation for future experiences. Children develop an early awareness of healthy

practices through discussion and activities, such as making fruit kebabs and having visits from the local dentist to discuss oral hygiene. However, staff miss opportunities to remind children of the significance of washing their hands prior to eating snack. Staff provide healthy, nutritious and wholesome foods to children and drinking water is readily available. Children's physical development is successfully supported and they develop large muscle skills while running, jumping and playing football. Children receive adequate fresh air and become fascinated while investigating different wildlife sounds, such as birds tweeting.

Children have a good awareness of how to take sensible risks and keep themselves safe during their play. They inform staff of slippery surfaces outdoors and take on challenges, such as manoeuvring around low-level climbing apparatus. Further to this, staff arrange special visits from the emergency services to discuss safety measures, such as fire safety. Consequently, children respond very well to fire drills at the club. Effective risk assessment arrangements are firmly in place and staff have a good understanding of how to identify and minimise potential risks to children. Visitors are asked for identification and entrance doors are locked. This ensures children are kept safe and secure at all times. Staff prepare children very well for their next steps in learning, and for the move between the club and school. They place high expectations on self-help skills and encourage children to self-serve their own snacks, take responsibility for looking after a particular area of the provision and encourage children to resolve minor disagreements with each other.

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

The manager and her dedicated staff team demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of all safeguarding practices and are aware of the signs, symptoms and possible indicators of abuse and neglect. They know the referral procedure well and are aware of what to do if they have a concern about a child or are worried about a colleague's professional conduct. Consequently, children are very well protected and their safety is assured. The manager has robust monitoring systems in place for planning, observation and some assessment arrangements, which have been introduced from the local primary school. Consequently, children are presented with interesting and challenging activities that have a sharp focus on complementing learning from school. The manager and her deputy have a strong drive for improvement and have successfully addressed the actions from their last inspection. Self-evaluation is robust and improvement plans are clearly focused. Consequently, the quality of service and teaching practices are continually evaluated and have significantly improved since the club's last inspection. Staff, parents and children are fully involved in the self-evaluation process and the manager obtains their views through meetings, discussions and questionnaires.

Staff receive an enriched training programme that enables them to improve their overall professional practice. For example, staff have attended outdoor learning training, which has enabled them to introduce activities, such as nature hunts and den making.

Consequently, this has had a positive impact on engaging children in meaningful outdoor play. The monitoring of teaching is robust and the manager quickly identifies weaknesses and provides perceptive support, guidance and training to ensure the quality of teaching is raised. However, there is scope to further develop staff's already good teaching practices by encouraging and supporting them to observe each other, and discuss and share good practice. Annual appraisals and regular supervisions are well rooted and staff receive the appropriate coaching and mentoring to further develop their teaching skills. Staff are given challenging targets and are asked to reflect on their overall professional practice each week. This provides a secure platform for continual improvement and allows staff to self-identify areas of strengths and improvements in their overall teaching practices.

Robust recruitment and vetting procedures are firmly in place and all staff have undergone stringent suitability checks, such as health checks and enhanced Disclosure and Barring Service Checks. Partnership working is well fostered and staff fully embrace community cohesion. Secure links with the local primary school, shops, children's centre and the local authority early years development team are well rooted. Staff liaise with the local church and host special events for parents, such as performing a Christmas and Harvest Festival production. Parental partnerships are extremely strong and staff keep parents updated through regular newsletters and daily discussions. Typical comments received from parents, include, 'staff go above and beyond for children and fully respect their individuality, this club is brilliant'.

### **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>	312365
<b>Local authority</b>	Tameside
<b>Inspection number</b>	818946
<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>	40
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Lorraine Arnold
<b>Date of previous inspection</b>	19/05/2009
<b>Telephone number</b>	0161 292 1186

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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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