

# All Saints Before & After School Club

Rufford Drive, Whitefield, Manchester, Lancashire, M45 8PL

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 27/11/2014 |
| Previous inspection date | 21/09/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | 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            |                         | 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

- Staff have an adequate understanding of the procedures they should follow to protect children, in the event of safeguarding concerns.
- Children enjoy their time in the club and have access to a range of resources and activities, including outdoor play, which enable them to relax and learn before and after school hours.
- Parents are satisfied with the club's provision and praise the staff for their care and the activities offered to their children.

### It is not yet good because

- The club does not keep an accurate daily record of the hours attended by children which means that the times when their welfare is the responsibility of the club are not clear. This compromises children's safety in the event of an emergency.
- The provider has not implemented a key-person system in order to support children's well-being and provide a link for parents to communicate with the club
- The provider's evaluation of the club's work has not identified breaches of requirements or current areas for improvement, including children making a greater contribution to planning and promoting their enjoyment of books.

## **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 school hall, a classroom and outdoors, and viewed toys, resources and equipment.
- The suitability of staff and managers were checked, along with evidence of their qualifications.
- Meetings were held with the manager of the provision, and the inspector spoke to members of staff when appropriate.
- A joint observation was carried out by the inspector and the manager.
- The inspector and the manager discussed the ways in which the club's provision is evaluated.
- The inspector also took account of the views of children and parents spoken to on the day.

## **Inspector**

Jennifer Kennaugh

## **Full report**

### **Information about the setting**

All Saints Before and After School Club opened in 1995 and is managed by a committee. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from All Saints Church of England Primary School in the Whitefield area of Bury, Greater Manchester, caring solely for children attending this school. The club has use of a classroom with kitchen facilities and the main school hall, with additional access to the library, an enclosed playground and parts of the playing field. The club operates from 7.45am to 9am and 3.20pm until 5.45pm each weekday during term times only. The club also operates from 8.30am to 5.30pm on weekdays for the first two weeks of the school summer holiday. There are seven members of staff, including the manager and of these, four are qualified to level 3 and two are qualified to level 2 in childcare. There are currently 72 children on roll attending for a variety of sessions, of whom 17 are within the early years age range.

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

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

- keep an accurate daily record of the names of children on the premises, their hours of attendance and their key person
- implement a key-person system in order to tailor children's care to meet their individual needs.

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

- sharpen evaluation of the club in order to prevent breaches in requirements occurring and identify where improvements can be made
- provide more opportunities for children to have a greater input in the planning of activities and evaluation of the club in order to make effective use of their views to support their learning and play
- promote the use of books, for example, by displaying these at all times during sessions in order to increase the likelihood of children choosing them independently.

## Inspection judgements

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

The club staff provide a comprehensive range of activities based on what they know about children's interests and needs. They seek information from both children and their parents when children join the club in order to provide resources and activities that interest them. The club staff make observations on children's learning and which activities they enjoy in order to inform their weekly plans. However, children's views are not routinely sought in order to plan activities, and so their potential for contributing to this is not maximised in order to enhance their learning and enjoyment. The club has an effective partnership in place with the host school in order to share knowledge about children's learning with teaching staff. This means that the club contributes to assessment of children's progress, including the completion of their foundation stage profiles. The club also contributes to the planning by school staff to support children's future progress. This is within the context of providing activities that complement children's learning in school, while helping them to enjoy their time either side of the school day.

Staff deploy themselves effectively to support children's play. For example, when children choose to play with the large dolls' house, they listen closely to children's talk about what they are imagining and make suggestions that extend their play. Staff play board and card games with children, which provides opportunities to extend children's learning about number, as well as developing their social skills, such as taking turns. Children build towers with blocks, developing their manipulative skills and staff talk with them about the models they are constructing in order to enhance children's communication and language skills. Staff provide daily creative activities, using a broad range of resources so that children have the opportunity to handle and talk about materials with different textures and colours. This further extends the opportunities to enhance children's communication and language skills. Resources for making marks are also available to children, to support their development of the skills needed for writing. Other activities offered include baking, building dens outdoors, dressing-up and painting to enrich the opportunities for children to use their creativity and imagination. The club also helps children to learn about national events and the festivals celebrated in other countries and cultures through a variety of creative activities.

Staff demonstrate how to make models using a variety of materials, such as pipe cleaners and ribbons. Children therefore enhance their attention skills by watching and listening to staff carefully giving instructions and explanations about how to make decorated loops for blowing bubbles or 'fairy wands'. Participating in creative activities also enables children to enhance their manipulative skills as they tie ribbon and bend pipe cleaners to achieve the effects they want. Staff make good use of the activity to complement children's learning in school, such as when children are looking for letter beads to thread on their model. They draw children's attention to the fact that the vowel letters are harder to find as many have been used and this helps children to recall their learning about vowels and consonants in school, supporting their development in literacy. Children have access to age-appropriate books, in the quiet area of the club, so that these can be enjoyed to complement the reading experiences they have during school hours or at home. However, these are not

displayed prominently which would maximise the likelihood of children choosing these, as the books are kept in a drawer in the classroom which is generally used towards the end of an afternoon session. Consequently, the use of books is not promoted equally at all times.

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

The club does not operate a key-person system which is a breach of requirements for the Early Years Register. As a consequence, individual children do not have one member of staff who knows them well, in order to maximise the support for their well-being and also to provide a point of contact for parents to discuss their children's welfare and progress. However, children are confident and settled in the club, and talk to staff readily during their play or to make their needs known. In addition, because the daily record of attendance is not kept correctly, there is no consistently accurate record of the times children are collected from the after school session in order to show when the club was responsible for their welfare. The record also does not show when children are attending an activity in school that is not part of the club. This means that information about who is responsible for children at all times is not consistently accurate. Consequently, this does not support effective management of children's safety, such as in the event of having to evacuate the premises due to an emergency.

The club seeks adequate information from parents when children join, in order to support their welfare. For example, information is recorded about any health matters, such as allergies or particular dietary needs in order to support children's good health. The club ensures that it retains information about who is authorised to collect children in order to support safeguarding of their welfare. There are some additional measures taken to provide extra emotional support for children when they initially attend the club, such as encouraging other children to make them welcome. Staff explain the club's routine and expectations for behaviour to children in order to familiarise them with these. One member of staff who works with foundation stage children during the lunchtime period also works in the after school sessions and children therefore have one adult who is more familiar to them at this time. However, the lack of a key-person system means that children do not receive the best support possible during their transition into the club. Children are well-behaved and staff implement simple rules to help them learn how to manage their own behaviour, such as keeping their hands and feet to themselves. Staff also encourage children to behave safely, such as by sitting properly on their chairs, to help prevent accidents. Children have access to daily outdoor play and exercise in order to support learning about the importance of this in a healthy lifestyle. Staff provide balls, skipping ropes and other play equipment for children to use to develop their coordination. The club also has use of the fixed equipment, such as the table-tennis table in the school playground and the school playing field in fine weather so that children can exercise outdoors.

Children are provided with nutritious snacks and drinks during sessions, in order for them to make choices from a healthy range of options. For example, they enjoy wraps with a variety of fillings, plain biscuits and fruit after school. Staff also offer cooking activities,

such as making bread roll pizzas, so that children learn about the ingredients that are used in some foods. Fruit and water are always available to children and staff encourage children to take fruit whenever they are hungry in order to support the development of healthy eating habits. Children are encouraged to develop independence in their self-care and the club uses its routines for this. For example, they are expected to wash their hands on arrival at the club before serving themselves a snack and staff supervise the cloakroom area to make sure that children do this. Children also manage their belongings, such as by hanging up their coats, as further practice in developing their independence. There are some opportunities for children to learn the satisfaction to be gained by helping others as some children offer plain biscuits to others as a late snack after outdoor play.

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

Staff have an adequate understanding of how to manage any concerns they may have about children's welfare, in order to safeguard them. This is because staff receive regular training through the host school, as all staff also work there. There are adequate measures in place to support the induction of new staff in the club in order to keep children safe. All staff are checked for suitability in order to protect children's welfare. Risk assessments are in place and regularly reviewed in order to ensure that they support children's welfare. Most other required documents and policies are in place and implemented in order to support the safeguarding of children's welfare. However, the club does not keep an accurate daily record of the hours for which children attend, which is a breach of requirements for both the Early Years Register and the Childcare Register. This compromises children's safety in the event of an emergency on the premises as the times at which they enter and are collected from the club are not recorded with consistent accuracy. The club has also not implemented a key-person system in order to support the well-being of children, which is a breach of requirements for the Early Years Register. The club has four staff who are qualified in paediatric first aid and they are suitably deployed in order to deal promptly and correctly with minor accidents and injuries.

The club works in partnership with the host school to complement children's learning, while providing enjoyable activities that help them to relax before and after the school day. The club staff share observations of children's learning with teachers at the school so that this can be used for assessment processes and therefore planning for children's future progress. The club forms partnership with parents which support their children's well-being and parents are satisfied with the care and activities provided by the club. However, this partnership is not consolidated by the implementation of a key-person system so that parents have one member of staff who knows their child well as their link for communication with the club.

The club has implemented methods to evaluate its provision, with staff contributing their views to this during their regular meetings. Parents' views about the club are sometimes sought through the use of questionnaires so that they have the opportunity to make a contribution to the evaluative process. The staff also sometimes ask children for their views about the activities they would like, but they are not supported to make a regular

contribution to evaluation. Evaluation enables basic training needs to be identified and addressed, such as keeping staff knowledge and qualifications up-to-date for areas including safeguarding, food hygiene and first aid. The club has implemented the action and addressed the recommendations from the previous inspection, showing some capacity to improve. However, evaluation has not been effective in bringing about continuous improvement in practice as it has not enabled staff to identify and address matters where the club is in breach of requirements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep an accurate daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep an accurate daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## 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>     | 316785  |
| <b>Local authority</b>             | Bury  |
| <b>Inspection number</b>           | 819053  |
| <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>      | 45  |
| <b>Number of children on roll</b>  | 72  |
| <b>Name of provider</b>            | All Saints Before & After School Club Committee |
| <b>Date of previous inspection</b> | 21/09/2009                                      |
| <b>Telephone number</b>            | 0161 796 3392                                   |

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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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