

St. Michael's Out of School Club

St. Michaels RC Primary School, Ribble Drive, Whitefield, Manchester, Lancashire, M45 8NJ

Inspection date	05/12/2014
Previous inspection date	09/09/2010

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 provide a wide range of interesting and challenging play programmes for children. Consequently, children display the characteristics of effective learning and are confident and self-motivated individuals.
- Children's personal, social and emotional development is given high priority. As a result, children display a strong sense of belonging and they establish secure bonds with the adults who care for them.
- Leadership and management are strong. They effectively evaluate the overall quality of the club and are committed to bring about change and drive improvement forward. Consequently, the quality of care, learning and opportunities to improve children's life chances has significantly improved since the club's last Ofsted inspection.
- Staff have a secure knowledge and understanding of how to keep children safe and protect them from harm. They are aware of all safeguarding practices and know the referral procedure well. Consequently, they know what to do should they become concerned about a child's welfare or a colleagues professional conduct.

It is not yet outstanding because

- Information collected from parents as children start at the club is not always comprehensive so that staff can use this to sharply focus plans for children's future play and learning needs, to support them to make the best possible progress.

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 toured the club with a member of the senior leadership team.
- The inspector carried out a joint observation with the manager and a member of the leadership team.
- 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.

Inspector

Luke Heaney

Full report

Information about the setting

St Michael's Out of School Club has been registered since 2001 and operates from St Michael's Roman Catholic Primary School in the Whitefield area of Manchester. Children have access to a hall, bathroom facilities, two classrooms and an outdoor play area. The setting is open Monday to Friday from 7.55am until 8.55am and again from 3.30pm until 5.30pm during term time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting employs five members of childcare staff, four of these 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 within the early years age range. The club supports children who have special educational needs/and or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the depth of information gathered on entry to the club from parents about what children can already do, like to do and cannot do in order to further enrich the planning process, to support children to make the best possible progress.

Inspection judgements

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

Staff have a secure knowledge and understanding of how children learn and develop. They plan interesting and challenging play programmes and fully understand the significance of maintaining a correct balance between adult-led and child-initiated learning. Consequently, children display high levels of concentration and self-motivation during their play. Children become fascinated while playing with small world dinosaurs and take great pride in designing Christmas decorations. Staff place high priority on children's communication and language development. They skilfully ask open-ended questions and provide tailored speaking and listening activities for children, such as sharing special news, reading books and playing interactive music games with one another. Additionally, staff listen perceptively to what children have to say and sensitively correct children's pronunciations of words and introduce new vocabulary to them. As a result, children are skilful and competent communicators. Staff observe children on a regular basis and use this information to support and extend children's learning through meaningful play experiences. Planning systems are successfully in pace and children take an active part in deciding what games, activities and experiences will be offered to them. Staff effectively evaluate all play plans and provide clear next steps to help ignite and challenge children's personal interests further. However, information gathered upon entry to the club does not always provide staff with a comprehensive picture of what children's interests are, what

they can do and what they cannot do. As a result, staff occasionally miss opportunities to provide highly personalised programmes for children from the onset. Staff liaise with class teachers and share learning and development information. Consequently, a sharp focus on complementing learning from school to the club is well fostered.

Children develop the dispositions and attitudes to be ready for their next steps in learning, such as gaining good independence skills. As a result, children take responsibility for their personal belongings, write their own name and display high levels of concentration during problem solving tasks, such as balancing small beams and blocks. The quality of teaching is consistently good and systems to monitor and maintain teaching at this level is robust. Consequently, children are presented with good and in some instances, outstanding play and learning opportunities. For example, children have visits from people who represent a wide range of cultural backgrounds and learn about different celebrations and religious traditions. As a result, children develop positive attitudes towards the world in which they live in and participate in making traditional Italian food and design lanterns for Chinese New Year.

Children with special educational needs/and or disabilities are very well cared for by the experienced and well-qualified staff. Comprehensive health care plans are firmly in place and are regularly reviewed with other childcare professionals. Consequently, children with special educational needs/and or disabilities settle very well and are offered a fully inclusive play environment. Children who speak English as an additional language are very well supported. The club has a designated speech and language specialist who liaises with relevant professionals and parents to ensure children receive the correct intervention and make good progress across all outcomes. Staff use key words from children's home languages, introduce picture cards and use non-verbal communication prompts. Consequently, children who speak English as an additional language quickly acquire the basic command of the English language and can clearly articulate their needs and wants through a variety of means, such as gesture and expression. Parents are kept well informed of their child's time at the club. They receive regular newsletters and are kept up-to-date with events and activities taking place at the club and at school.

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

Children have a very strong sense of belonging in this good quality club. Their excitement and eagerness to explore their play environment is hard for them to contain and they quickly investigate a wide range of resources and activities. Staff have a secure understanding of how to effectively support children during the settling-in process. They liaise with parents, class teachers and invite children in for play and stay sessions. They have an open dialogue with children and on occasion accompany children to their classroom during the day to observe them in an environment where they feel safe and secure. This means that the key-person system is highly effective and children's emotional well-being is effectively met. Children display high levels of enjoyment, confidence and self-motivation during self-chosen activities at the club. They persevere with activities, such as building towers; develop their critical thinking skills while operating challenging computer programs and master new skills, such as learning to operate a music system. Staff prepare children well for their next steps in learning, such as moving to different

classrooms and schools. They talk through potential anxieties children may have and provide opportunities, such as role play to enact feelings and emotions. Consequently, children develop a strong sense of self-identity and are emotionally prepared for their next stages in learning.

Children's behaviour is very good. Staff apply consistent, clear and age appropriate behaviour management strategies. They use positive reinforcement and reward children with incentives, such as stickers and certificates for very good behaviour. Older children have helped to devise their own rules for the club and regularly remind one another of what is expected of them. Children develop an early awareness of how to take sensible risks during their play. For example, children move chairs and small equipment out of the way when playing with push chairs as not to bump into them. Furthermore, they discuss safety measures, such as the importance of drying climbing equipment outdoors after it has been raining to prevent people slipping on the wet floor. Robust risk assessment procedures are effective and staff have a secure knowledge of how to minimise risks to children. They carry out regular safety checks of the premises and equipment. Effective safety systems are fully in place to ensure no unauthorised person can gain entry to the club. Staff are very vigilant and are deployed well. Consequently, children are provided with a safe and secure play environment.

Children's health and well-being is effectively supported by the dedicated staff team. Staff are good role models and provide children with opportunities to learn about healthy practices, such as, personal hygiene, healthy eating and healthy living. Consequently, children discuss the effects exercise has on their bodies and become fascinated while listening to the rhythm and beating of their hearts after physical exertion. Children receive a variety of physical challenges and have access to a good quality outdoor area. They skilfully operate bikes, scooters and climb low-level climbing apparatus. Children are provided with healthy, nutritious and wholesome foods. They have drinking water readily available and regularly help themselves to a variety of fresh fruits. Staff have a thorough understanding of how to respond to a number of emergency situations, such as fire evacuations and medical emergencies. They are deployed appropriately and all staff hold a current paediatric first-aid qualification. This means should a medical emergency arise, staff are within close proximity and can deal with the situation in a timely manner.

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

The leadership and management team have a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are aware of the possible signs, symptoms and indicators of abuse and know the referral procedure very well. Staff have attended comprehensive safeguarding training and their knowledge is regularly tested and updated by the management team. Consequently, staff know the procedure to follow should they become concerned about a child's welfare or a colleagues professional conduct. Robust recruitment and vetting procedures are securely in place to safeguard children. Staff undergo stringent suitability checks. They have to successfully complete a probationary period and have an enhanced Disclose and Barring Service Check completed. Supervisions and appraisals are well established and are

implemented on a regular basis. Staff receive perceptive coaching, training, support and mentoring to improve their overall professional teaching practices. A comprehensive programme of professional development is successfully in place and staff attend a wide variety of training, which has positive impacts on improving children's learning and development. For example, staff have attended an accredited language course and this has enabled them to provide tailored support and intervention to children who have communication and language difficulties. As a result, a number of communication barriers children display are quickly identified and addressed with the appropriate intervention. This means children quickly learn how to overcome communication difficulties and become competent communicators.

The monitoring of teaching is highly effective and staff receive clear, precise and constructive professional feedback. The manager successfully highlights strengths in teaching practices and puts the appropriate intervention, support and guidance in place for any weaknesses identified. She uses the knowledge and skills of her experienced and well-qualified staffing team to offer tailored coaching, peer reviewing and professional teaching advice. Consequently, staff are fully reflective in their professional practice and aspire to achieve the best of outcomes for children and their families. The monitoring of play and learning is effectively rooted in every day practice at the club. The manager reflects on daily experiences presented to the children and summarises the impact activities have on children's overall learning and development. The manager has formed secure links with class teachers and fully complements learning from school to the club. She implements the same themes and topics covered in school and helps children practise extra-curricular activities, such as learning lines for an upcoming Christmas production.

Self-evaluations is successfully in place and improvement plans are clear and well focused. The manager has met the previous recommendations from the last Ofsted inspection and the quality of care and learning has significantly improved, for example, children are provided with a wide range of resources and experiences that positively promote equality and diversity. The manager has a strong drive for continuous improvement and obtains the views of staff, children, parents and other childcare professionals to bring about change and drive improvement forward. Consequently, the club has grown from strength to strength over recent years and is a well thought of wrap around provider within the local community. Strong partnerships are in place with the school, parents and external professional bodies, such as the local authority. High emphasis is placed on community cohesion and the club has secure links in place with the local church and other out of school clubs in the locality. Support from the onsite foundation stage coordinator is well established and opportunities to complement children's learning further is well fostered. Parents speak highly of the services provided at the club. 'The staff are brilliant with the children and it is hard to get my child to come home' is typical of comments received.

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	501971
Local authority	Bury
Inspection number	877179
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	32
Name of provider	St. Michael's Out of School Club Committee
Date of previous inspection	09/09/2010
Telephone number	0161 766 6628

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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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