

# Halsall St Cuthberts Kidz Club

St. Cuthberts C of E School, New Street, Halsall, ORMSKIRK, Lancashire, L39 8RR

<b>Inspection date</b>	09/12/2014
Previous inspection date	30/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 good understanding of their responsibilities for protecting children. They implement effective safeguarding and child protection procedures, which help ensure children are safe within their learning environment.
- Staff provide a positive environment in which children settle well and make new friends quickly. Children's work is valued and attractively displayed, so that they develop a strong sense of belonging.
- The club works closely with parents and school to complement children's learning experiences. Consequently, children make good progress across all areas of learning.
- Staff plan around children's interests and what they enjoy. They involve children and listen to them carefully. This supports children's motivation to learn and develops their self-confidence.

### It is not yet outstanding because

- Staff do not always allow children sufficient uninterrupted time during activities to test and try out their own ideas.
- Routines at snack time do not maximise opportunities for younger children to extend their self-help and independence skills.

## 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 setting.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector observed the manager and staff while they interacted with children.  
The inspector looked at children's records, planning documentation, evidence of the suitability of staff, and a range of other documentation, including the safeguarding procedures and the club's systems for self-evaluation.

## Inspector

Donna Birch

## Full report

### Information about the setting

Halsall St Cuthberts Kidz Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated with the school building of Halsall St Cuthberts Primary School and is managed by a voluntary committee. The club serves the host school and is accessible to all children. It operates from within the school and there is an enclosed area available for outdoor play. Children also access the computer and library areas within the school, along with the use of the parish centre. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one is qualified at level 4 and the manager has Qualified Teacher Status. The club opens Monday to Friday term time only, from 3.30pm until 5.30pm. Children attend for a variety of sessions. There are currently 10 children on roll who are in the early years age group. The club also offers care for older children.

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

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

- Ensure children have sufficient uninterrupted time during activities to test and try out their own ideas and further develop their critical thinking skills.
- encourage children to further develop their self-help skills at snack time, for example, by encouraging them to become responsible for serving themselves food and pouring their own drinks and setting the table.

### Inspection judgements

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

Staff work closely with parents to obtain information that supports children to settle well in the club. Children's likes and dislikes are gathered and the information is used effectively, to provide children with activities that they enjoy. Children enthusiastically enter the club, greet staff and quickly engage in their choice of play or activity. Staff are aware that children have spent most of the day in school, they are mindful of providing activities and opportunities that complement their learning in a fun and informal way. For example, children use mathematical skills when they play chess and count out and sort the resources at the craft table. Additionally, staff support them with simple multiplications and divisions during small-group activities. Children show respect, take turns and cooperate with their peers, for example, they listen carefully to the instructions read by an older child and they wait their turn when involved in various board games. Children's general independence skills are supported well. They know the routines of hanging up their coats and leaving their belongings in the cloakroom area. As a result, children are confident and developing good cooperation skills that effectively build on their learning in

school.

Staff value the daily information they gather from parents and the school staff. Parents are encouraged to bring children to the club before their first session. This enables the children to get to know the staff, other children and the routines. Staff share the school planning termly, and complement the children's learning by providing a variation of activities around subjects that they know children are being taught. They show interest when children discuss projects that they are involved in and value the children's knowledge. For example, they help children in discussions with phonic sounds and support them to blend words when they are writing. However, sometimes, during these activities, staff over direct children. This does not allow children to extend and further develop their own ideas and critical thinking skills.

Children have the opportunity to select resources of their choice and they help to get out their preferred activities. Staff provide a planned activity each evening and know which children require extra reassurance to enable them to join in. They sit close to the younger children and engage in meaningful conversations about their day at school and events from their home life. Children clearly enjoy sharing these experiences with the staff and show good levels of communication, confidence and self-esteem.

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

The club provides a positive play and learning environment, where children demonstrate a good sense of belonging. Children show great pride in pointing out their creative artwork, which is effectively displayed, so that parents can see the full range of craft activities they take part in. Face-to-face discussions take place daily with parents to support children's changing interests. As a result, children's individual needs are met. Children describe the club as fun and exciting and a place to meet all their friends. They are very polite and supportive of each other. Children cooperatively share resources and older children show understanding and kindness towards younger children. Children have the confidence to ask for further explanation of why we need to wash our hands. Staff clearly explain the importance of good hygiene preparation, before eating snack, so not to spread germs. As a result, children learn good self-care and hygiene skills. Staff encourage children to think of each other's needs and the difference in their age range as they support children in their play. They are effectively reminded about their behaviour and the club rules. Children receive lots of praise and encouragement and staff are consistent in their approach to managing behaviour. As a result, children's behaviour is very good.

Children are consulted about the choice of snack items and understand the need to have a healthy balanced diet. They clearly enjoy the social aspect of snack time. However, staff set the table and cut the fruit and the jugs of water and juice are very large and heavy. Consequently, opportunities for younger children to extend their self-help skills even further are not maximised. Staff sit with children as they leisurely discuss their day at school. As a result, children learn to express their views and confidently contribute to the conversation. The manager is the key person for the younger children and is very aware of their current learning and care needs. Additionally, all children have strong bonds with

the regular members of staff. Consequently, children demonstrate good levels of confidence and emotional security.

Children's physical development is promoted well and children have access to fresh air and exercise, in the well-equipped outdoor area. Staff support children with their choice of activities and actively engage with children when requested. Their welfare is effectively promoted, as staff use daily risk assessments to identify and minimise potential risks. Children understand safety and risks and follow simple rules to keep each other and themselves safe. For example, when playing pool in the hall, they are aware to hold the cue safely and check that there are no children behind them as they draw back the cue. Consequently, children are learning to manage risks in their play and are developing good skills for the future.

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

The manager, staff and committee have a good understanding of how to meet the safeguarding and welfare requirements. The manager and staff have attended child protection training and are confident about what to do if they have concerns about a child's welfare or the conduct of colleagues. As a result, children are safe and well protected. Staff's good understanding of policies and procedures, further contribute to children's overall safety and welfare. Visitor identification is obtained and recorded, so that staff have an accurate record of all visitors. Since the last inspection and monitoring visit, the committee have appointed a new manager, who has been very proactive in addressing the actions and recommendations raised previously. The manager has worked with existing staff, parents, children and the host school to raise standards at the club. For example, she has held face-to-face meetings and sent out questionnaires. As a team, they have evaluated the responses received. From this, she has held meetings with committee members and teachers, to formulate effective actions plans. Additionally, she has re-organised staff personnel files and ensured that all required documentation is in place, such as Disclosure and Barring Service checks, staff qualifications and references. Staff know children well and provide them with good quality care and learning that meets their individual needs. The manager monitors the learning and development of the younger children, to ensure that the planned activities give them a broad range of experiences, to support their good progress and complement the learning that take place in school. Additionally, she has used this information as a form of self-evaluation and effectively made the necessary changes to resources, activities and the space available. Subsequently, the team have made positive changes to help parents be more involved in the club, for instance, providing a text service and a daily communications diary. Consequently, parents feel happy and confident with the level of service provided.

The manager has worked with staff to implement an effective programme of continued professional development. She has conducted peer observations and held supervision meetings with staff, in order to share good practice and identify any training requirements. As a result, all staff have attended first aid and food hygiene courses.

Consequently, this means they are confident in protecting the health and safety of the children. Effective risk assessments are in place and are well understood by staff. These are monitored by the manager and discussed at staff meetings, and contribute to children's safety while in the club. Additionally, the manager and staff have attended local authority cluster meetings. These help them to keep up to date with new information, pertinent to out of school clubs. This demonstrates a joined up approach in raising standards and a committed approach to ensuring quality for the future.

Staff have good relationships with parents. They inform them about their children's learning and development and offer them ideas about how they can continue with their children's learning at home. Parents spoken to on the day were very complimentary about the care and learning their children receive. Staff are asked to attend the school intake meetings, to inform new parents and children about the service they provide. The manager and staff work closely with the local authority support officer, to develop plans for improvements to their service. For example, they are completing an out of school club portfolio to highlight their service.

### 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

<b>Unique reference number</b>	EY395420
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	982407
<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>	24
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Halsall St Cuthberts Kidz Club Committee
<b>Date of previous inspection</b>	30/06/2014
<b>Telephone number</b>	01704 840253

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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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