

St Mary's Out of School Club



St Mary's Junior & Infant School, Lumb Lane, Mill Bank, Sowerby Bridge, West Yorkshire, HX6 3EJ

Inspection date	4 February 2015
Previous inspection date	16 May 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Leadership and management of the setting is weak because changes in committee members are not notified to Ofsted and they are not effectively vetted to check their suitability. As a result, children are not adequately safeguarded.
- Occasionally some children play extremely loudly, which hinders other children's concentration skills because staff do not manage this effectively.

It has the following strengths

- All children have very high levels of confidence and self-esteem. They are motivated to learn and play cooperatively with their friends. Staff recognise their good attitude to learning and behaviour, rewarding this with special tokens and awards, which children are proud to receive.
- Staff understand the learning and development requirements of the Early Years Foundation Stage. They provide a good range of activities and learning opportunities for all children. Teaching is good, and as a result, all children engage in activities, learn new skills and develop skills which support their learning in school.
- Partnerships are firmly in place with parents and the host school. Consequently, children are supported well between school, setting and home. Staff discuss children's progress with teachers and support children to close gaps in their learning.
- Children are very settled and happy in the setting because staff are warm and welcoming. Children's emotional needs are well met and staff support children to make firm friendships with other children to develop their social skills.

What the setting needs to do to improve further

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

- ensure Disclosure and Barring Service checks are carried out for all committee members and the disclosure number, date obtained and information regarding who obtained the check are maintained
- improve the knowledge and understanding of committee members to ensure they are aware of notifications that must be made to Ofsted.

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

- use effective strategies that support children's understanding of the importance of not becoming too loud and over zealous so that other children can concentrate as they play.

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

- ensure the registered person informs Ofsted of the name, date of birth, address and telephone number of any member of the committee (compulsory part of the Childcare Register).

Inspection activities

- The inspector observed activities in the main hall.
- The inspector held conversations with the manager, staff, children, parents and the committee's vice chairperson throughout the inspection.
- The inspector sampled children's observations, planning and children's development folders.
- The inspector checked evidence of the staff's suitability, qualifications, risk assessments, policies, procedures and the setting's self-evaluation documents.
- The inspector took account of the views of parents through discussions during the inspection.

Inspector

Laura Hoyland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children thoroughly enjoy their time in the setting. They find activities and games to participate in and staff support their play well. Staff observe children playing and use this information to plan a wide range of activities, taking into account children's interests. Staff know children well and have created learning books for each child. Children take pride in their books, using them to draw in and record their learning. These books are regularly shared with parents. Children play cooperatively with each other, take turns and share. These skills are vital for successful learning in school. All children engage in activities and are so engrossed in playing they are reluctant to leave the setting. Quiet areas are in place for children to rest and relax after their day at school. However, staff do not always guide children effectively and remind them of their responsibility to think about others. As a result, some children play extremely loudly raising their voices in excitement, which hinders other children's ability to concentrate while playing.

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

Children's well-being is not effectively promoted because leaders do not ensure that all committee members are suitably vetted to protect children's welfare. Children are happy and settled. They show good levels of self-esteem and have made firm relationships with staff and each other. Children are invited to settling-in sessions before they attend. Staff liaise with parents and ensure children's care needs are shared. This means staff understand and meet each child's individual needs. Children behave very well. They have good manners and are developing social skills, such as the ability to hold conversations with others. Staff provide a range of healthy snacks for children. Children choose the snacks for the week from a list of healthy ingredients. Furthermore, staff teach children about exercise and healthy living and encourage children to climb and explore the outdoor area regularly. As a result, children are developing good physical skills.

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

Children are inadequately safeguarded because leaders are not aware of their legal responsibilities. They do not notify Ofsted of significant events and Disclosure and Barring Service checks are not completed for all members of the management committee. Staff working directly with children are aware of the different types of abuse, the signs and symptoms of abuse and know who to contact if they have a safeguarding concern. The manager supports staff and monitors their quality of teaching. As a result, staff support children to develop skills to aid their progress in school. The manager also reviews the provision and works with the school teachers to support children's progress. All staff have a clear drive to improve the club. Comprehensive development plans are in place with challenging, but realistic, targets set in order to improve. Staff share their learning from training courses with colleagues to improve practice further. Partnerships with parents are strong. Parents speak highly of the club and staff. They feel their children enjoy attending and they are kept well informed of events and activities.

Setting details

Unique reference number	303827
Local authority	Calderdale
Inspection number	870666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	52
Name of provider	St Mary's Out of School Club Committee
Date of previous inspection	16 May 2012
Telephone number	07765 263198

St Mary's Out of School Club was established in 1991 and is run by a voluntary committee. The setting operates from within St Mary's Church of England Junior and Infant School, Mill Bank in Sowerby Bridge, West Yorkshire. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.55pm.

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.

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