

# St Anne's and St Joseph's Out of School Club

St Annes & St Josephs RC Primary School, Sandy Lane, ACCRINGTON, Lancashire,  
BB5 2AN



## Inspection date

17 March 2015

Previous inspection date

19 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not place a strong enough focus on monitoring the quality of practice. She does not carry out staff supervision to promote the interests of children.
- The setting does not always maximise opportunities for children to take on responsibility and build on their independence.
- The manager's systems to review and reflect on her setting are not good enough. This means that she does not regularly identify areas for improvement.

### It has the following strengths

- Staff are trained in safeguarding and child protection issues. They have a good understanding of how to recognise possible signs that may cause concern.
- Staff interact with the children in a friendly, caring manner, supporting their emotional well-being effectively. As a result, children form secure attachments.
- Children are engaged in activities as they enjoy opportunities for outside learning.
- Parents are well informed about their children's care and well-being.

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

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

- put appropriate arrangements in place for the supervision of staff to provide a targeted focus on professional development to improve the quality of teaching and experiences for children.

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

- engage in self-evaluation and monitoring of practice to identify weaknesses and devise an action plan to improve and raise standards of care and education for all children
- provide more opportunities to encourage children's independence and build on life skills, for example, by allowing them to care for the animals, prepare and serve food and wash up at snack time.

## **Inspection activities**

- The inspector observed children's play and staff interaction both indoors and the two play areas outside.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector looked at children's records, evidence of staff suitability, policies, procedures and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## **Inspector**

Michelle Britch

## Inspection findings

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

Children have free access to a range of suitable resources both indoors and outdoors which engage them throughout the session. This enables them make decisions in their play. Children explore the setting to develop skills across all seven areas of learning and development. For example, they build 3D models with bricks, play skittles outside and take appropriate risks on the climbing equipment. Staff participate in their general play as they join them in playing card games, board games and support creative play. They support them to understand the rules of the game and take turns as part of a group. Mathematical language and skills are fostered and embedded into large group play activities outdoors where children roll the dice and count to move their shape.

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

Children are confident in their environment and settle quickly. They have opportunities to interact with others of varying ages. This helps them to develop basic social skills and sound relationships with others. Staff are deployed across the setting to supervise children in their play and manage their behaviour appropriately. Children benefit from freshly prepared snacks which meet individual dietary needs. There setting have a number of animals to care for. Children engage in a discussion about how to safely handle them and know they need to wash their hands after feeding and handling them. However, the setting does not promote these responsibilities further to build on their independence and future life skills.

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

The manager has a suitable knowledge and understanding of how to safeguard children in her care. She has written policies to underpin this knowledge and practice. The manager has appropriate qualifications and there is an adequate number of qualified staff to supervise the children. Staff undertake the required training set out in the statutory requirements. However, the manager does not support staff development skills well. This includes the obligation to undertake supervisions which is a welfare requirement. As a result, their knowledge and skills are not used to good effect. The manager understands the purpose of self-evaluation. However, she does not extend this into her practice or work rigorously to make improvements that benefit children. The setting has links with the school and recognises the benefit of partnership working with the children's teachers. Staff who work in the setting also work within the school. This ensures that a two-way flow of information is promoted and there is continuity for children with behaviour and delayed learning support. Relationships with parents are established and they speak warmly of all aspects of care offered to their children.

## Setting details

<b>Unique reference number</b>	EY374495
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	858252
<b>Type of provision</b>	Out of school provision
<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>	75
<b>Name of provider</b>	St Annes and St Josephs Out of School Club
<b>Date of previous inspection</b>	19 May 2009
<b>Telephone number</b>	07743 379961

St Anne's and St Joseph's Out of School Club was registered in 2008. It operates within St Anne's and St Joseph's RC Primary School in Accrington, Lancashire. The setting employs six members of staff. Of these, five staff hold appropriate childcare qualifications. The setting is open Monday to Friday during term time only. Sessions are from 7.50am to 8.55am and from 3.25pm to 5.30pm.

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