

St. Andrew's Out Of School Clubs



St. Andrews C of E Primary School, Springfield Street, Oswaldtwistle, Accrington, Lancashire, BB5 3LG

Inspection date	23 March 2015
Previous inspection date	3 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. Staff encourage children to think critically and work together. This results in children developing good skills to enables them to solve problems successfully.
- Staff understand their roles and responsibilities to safeguard children. They have accessed training and understand the setting's policies and procedures well.
- Children are happy, confident and secure in an environment which fosters children's interests and individual preferences.
- Systems for monitoring children's progress enables staff to plan activities well and ensure that children make good progress in their learning and development.
- Staff provide warm interactions and build good relationships with children.
- Partnerships with parents and other settings are strong because staff share relevant information with them about children. As a result, children experience continuity in their care and education.

It is not yet outstanding because:

- Opportunities for supervision to further enhance teaching and learning, are not maximised.
- There are more opportunities to strengthen the range of experiences for younger children to become more involved in daily routines.

What the setting needs to do to improve further

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

- strengthen systems for supervision and staff training, to enhance and build on staff's knowledge and skills to extend the good quality of the provision for children even further
- provide younger children with more opportunities to be independent and develop self-help skills, such as involving them in daily snack routines.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the Foundation Stage leader.
- The inspector looked at samples of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers 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

A team of qualified and motivated staff demonstrate that they have a secure understanding of how different activities support children's learning and development holistically. This allows them to provide a range of experiences both indoors and outdoors which engage children well to become confident learners. Teaching is good as some staff ask children probing questions during their play, for example, when building dens and exploring the mud kitchen. This helps them to think critically and put words to their actions to solve problems. Young children enjoy developing their early writing skills through imaginative sources, such as flour and water. There is a daily emphasis on older children learning sounds, numbers and comparisons. This prepares children very well for their future learning when they move to school. Most staff involve themselves in children's play to model purposeful learning opportunities and encourage children to move learning forward. However, there are missed opportunities to give younger children an increased sense of responsibility and independence to become involved in the daily snack routine.

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

The setting is well organised and resourced, with a range of exciting and interesting equipment, which is easily accessible to children. Children behave very well. They learn to share and take turns during a group activity to bake cakes. Children understand the importance of washing their hands before taking part in the activity to prevent the spread of germs. Children form secure attachments with staff who spend time building relationships with parents from the start. They gather baseline information through key-person discussions and hold introduction evenings to provide parents with a basic knowledge and understanding of the educational programme and assessment process. The setting shares regular information about children's progress in learning and development as well as how parents can further promote children's learning at home.

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

Children are safeguarded well as staff demonstrate confidence in reporting concerns and allegations. Staff have a clear understanding of their responsibilities to meet the welfare requirements and previous recommendations have been addressed. Systems are in place to supervise and support staff. However, opportunities for staff to develop skills through targeted professional development plans are not used to their full potential in order to enhance teaching and learning. Management monitors the development of all children well, particularly children with additional needs. This process ensures that gaps in children's learning are quickly identified. This also forms part of their self-evaluation to enhance the environment to benefit children. Observations are captured online, which gives the out-of-school club the opportunity to contribute to every child's learning. This supports children's good progress and complements the learning that takes place in nursery and the Reception class.

Setting details

Unique reference number	EY360866
Local authority	Lancashire
Inspection number	873594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	49
Name of provider	St.Andrew's Out Of School Clubs
Date of previous inspection	3 June 2009
Telephone number	01254 231 279

St. Andrew's Out Of School Clubs is privately owned and managed. It was registered in 2007. It operates within St. Andrew's Church of England Primary School in Oswaldtwistle, Lancashire. The setting employs seven members of staff. Of these, all hold appropriate early years qualifications at level 2 or above. The out-of-school club is open, from 7.45am until 9am and from 3.15pm until 6pm during term time, and from 8am until 6pm in the school holidays. The pre-school is open, from 9am until 3.15pm during term time only.

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