

St. Giles After School Club

St. Giles C of E Primary School, Starkholmes Road, Matlock, Derbyshire, DE4 3DD



Inspection date

23 April 2015

Previous inspection date

26 November 2008

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

- Staff demonstrate a good understanding of how to support children's interests and learning. As a result, children are engaged in their play and ready to learn.
- Children's safety and well-being are well promoted. Staff have a good understanding of safeguarding procedures and how to protect children from harm. This is underpinned through the implementation of robust policies and procedures.
- The manager and the committee use effective systems to reflect on daily practice and identify areas for future development. This shows a good capacity to maintain continuous improvement.
- Children behave well. They play cooperatively, and older children show kindness and consideration towards the younger children.
- Staff have developed positive relationships with parents. This ensures children are supported in their future learning and their individual needs are met.
- Children are provided with a balanced range of snacks and participate in regular activities to support their physical development. This effectively promotes healthy lifestyles.
- Staff have good relationships with the children. They are warm and sensitive to their needs. Consequently, children feel secure in their care and play happily with each other.

It is not yet outstanding because:

- Staff do not always grasp all opportunities, especially during snack time, to talk with children to enhance their communication skills.
- The outdoor learning environment is not fully developed to support children who learn best outside.

What the setting needs to do to improve further

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

- build on the opportunities for children to talk with staff and other children, for example, by ensuring that staff sit, listen and talk with children at snack time to enhance their communication skills.
- enhance the outdoor learning environment to give children who choose to learn outside a wider range of learning experiences.

Inspection activities

- The inspector observed children's activities in the indoor and outdoor areas.
- The inspector held discussions with members of the committee, manager, staff and children.
- A range of documents were inspected, including evidence of staff suitability, training certificates, policies, procedures and risk assessments.
- The inspector took account of the written views of parents.

Inspector

Ruth Hudson

Inspection findings

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

Children enjoy independently accessing a wide range of interesting resources. Staff use their knowledge of how children learn well. They observe children's play and use their experience to know when children need support and when to allow them to play independently. This helps to promote children's confidence and provides them with a suitable level of challenge. Children work cooperatively to build a town with small bricks. They proudly ask staff to take photographs to record their achievements. Staff engage in children's play and generally encourage children's communication and language skills well. However, occasionally staff miss opportunities to build on children's communication skills. This is because staff do not always sit and join in with the children during snack time. As a result, quieter children are not always involved in the conversations.

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

Children are welcome to visit from school as often as they like, before they start at the setting. This promotes children's sense of security as they settle into their school routine. They play exceptionally well together and make friendships across the different age groups. Staff liaise effectively with teachers in order to complement children's learning in school. Children have healthy, nutritious snacks. They are encouraged to serve themselves at snack time. This helps children to become independent and to develop their self-help skills. The indoor learning environment is well resourced and provides children with choices in their play and learning. However, the resources and experiences provided outdoors do not always fully support children's learning. This is because opportunities for children to explore and investigate are not always available. This reduces some learning opportunities for those children who are more active and prefer to learn outside.

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

Staff have a sound understanding of their responsibility to protect children from harm. They ensure children cannot leave the premises unsupervised and there are good arrangements for monitoring visitors. Consequently, children's safety is effectively promoted. The staff team work well together, and this is reflected in the happy atmosphere created for children. Staff appraisals review their ongoing suitability and professional development needs. All the staff have a relevant level 3 childcare qualification. This level of skill has a positive impact on the resources they provide and how they support children's learning. Staff work closely with a dedicated committee of parents to evaluate the effectiveness of the club and plan improvements. Parents and children are asked for their views regularly, to ensure that the setting meets the needs of the children and their families. Children's views are always given a high priority.

Setting details

Unique reference number	207269
Local authority	Derbyshire
Inspection number	865460
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	47
Name of provider	St. Giles After School Club Committee
Date of previous inspection	26 November 2008
Telephone number	01629 56813

The St. Giles After School Club was registered in 1997. The club employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The club opens from Monday to Friday term time only. Sessions are from 3.15pm until 5.30pm.

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