

St. Paul's Out of School Club



St. Paul's Institute, Plantation Street, Accrington, Lancashire, BB5 6RT

Inspection date

27 April 2015

Previous inspection date

1 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provide a calm, welcoming environment where children form good relationships and attachments with staff. This means children are very self-assured.
- Staff make observations to document a child's journey throughout their time spent at the club. They share this effectively with the school to ensure that they plan effectively for children's interests and needs.
- Partnerships with parents are strong because staff share relevant information with them about children. As a result, children experience continuity in their care and education.
- Reflective practice is effective. The self-evaluation plan in place ensures priorities for improvement are identified and clearly shows the management's drive to raise the standard of the provision further.
- Children are given opportunities to practise their personal-care skills. Staff encourage them to put on their own coats and high visibility jackets, and children are eager to follow the routine of washing their hands. Consequently, children are learning to become independent.

It is not yet outstanding because:

- Children have fewer opportunities to see words in their play environment. This does not fully complement the literacy skills that they are learning in school.
- There is room to extend supervision arrangements to include the effectiveness of teaching and learning. For example, by developing peer observations to further promote and extend the already good reflective practice in the setting.

What the setting needs to do to improve further

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

- provide further opportunities for children to see, and take note of letters to complement their early-literacy skills
- enhance the already good programme of professional development, to better reflect the quality of teaching and learning, by embedding peer observations so children make even better progress.

Inspection activities

- The inspector observed children engaging in activities in the indoor and outdoor areas.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- 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

Staff are enthusiastic practitioners who provide a welcoming environment with a range of activities to promote children's learning and development. Teaching is good as staff use imaginative ways to engage children, who actively contribute their ideas. For example, children suggest and take part in theme nights and talent competitions. Staff have good links with the school and aim to complement children's topics and next steps to make good progress. Staff give children time to investigate, explore their surroundings and become fully engrossed in independent play. For example, children explore wind direction as they model how to change the speed and direction of bubbles. Children are encouraged to follow their own ideas through pretend play. This helps them represent their understanding of the world around them. Staff extend children's thinking through talking to them and using skilful questioning. However, staff do not make the best use of print around the environment or within routines to further develop early-literacy skills.

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

Children are extremely confident and self-motivated. They have strong relationships with their key person and have opportunities to interact with children of varying ages. Children know how to keep themselves safe when crossing the road and discuss the purpose of their high visibility jackets. Children enjoy taking part in team games outdoors, such as football. As a result, they learn to play together cooperatively and behave well. Staff positively reinforce good behaviour during activities using lots of positive encouragement. Children enjoy nutritious food throughout the year and begin to establish healthy eating habits and routines. Mealtimes are social occasions, where children are supported to serve themselves and help tidy away when they have finished eating. Children's individual dietary needs are met and staff follow good hygiene procedures to ensure that children's health is assured.

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

Management have a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Policies underpin this knowledge and staff are aware of the steps to take to keep children safe and protect them from harm. Management value the purpose of self-evaluation which has supported them to meet their previous recommendations at the last inspection. Partnership with the school is strong. Staff work within the school. They are all well qualified, and have good access to further training and development, using this knowledge well to meet children's needs. This link also ensures that a two-way flow of information is promoted where the manager effectively exchanges information between the parents and teachers. Although supervision is in place, this is by means of daily verbal exchanges. This results in some missed opportunities to effectively refine and share staffs already good teaching and learning practices through peer observations. Both parents and children speak highly of the setting with comments including, 'The staff are the best, always helpful and friendly' and 'We like it so much'.

Setting details

Unique reference number	502200
Local authority	Lancashire
Inspection number	847948
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	50
Name of provider	St. Paul's District Church Committee
Date of previous inspection	1 December 2011
Telephone number	01254 232 367 and 01254 233 547

St Paul's Out-of-School Club was registered in 2001. It operates from within St Paul's Church Hall in Accrington, Lancashire. The club is open each weekday from 7.40am to 8.45am and from 3.15pm to 6pm during term times only. The club employs four members of staff. Of these, all hold appropriate qualifications at level 3 or above.

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