

St Bernadettes Out Of School Care Club



St Bernadettes RC Primary School, Bowerham Road, Lancaster, Lancashire, LA1 4HT

Inspection date	29 April 2015
Previous inspection date	23 February 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff complement children's learning from school exceptionally well. They provide an extensive range of high-quality learning experiences to ignite children's learning both indoors and outside. As a result, children are highly motivated, eager to explore and demonstrate a true passion for learning.
- Children develop exceptional confidence and independence skills. Staff strongly encourage children to take a leading role in many activities. For example, they heavily involve children in creating their 'club values'. As a result, children show a great deal of respect, care and consideration for each other.
- Staff are highly qualified and experienced. They are truly dedicated to their roles and place children at the heart of everything they do. Their superb daily evaluations of activities and highly-effective improvement plans ensure that all children are provided with the very best of opportunities to excel in their future learning.
- Children are extremely happy and settled in the club. Staff are extremely friendly, caring and kind and place a huge emphasis on making sure that children feel settled and assured. Staff collect younger children from their classrooms and encourage older children to become their 'buddy'. As a result, children's emotional well-being is nurtured exceedingly well.
- Staff form excellent relationships with parents. They value all children and seek what they have achieved at home. Staff display these achievements on the celebration display and encourage children to talk about these with their friends during 'talk time'. Therefore, children feel special and demonstrate pride in their achievements.

What the setting needs to do to improve further

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

- enhance partnerships with parents even further, for example, by inviting parents into the setting more regularly to share their professional skills and cultures in order to build on children's already excellent knowledge of the world and of the people in the community that help them.

Inspection activities

- The inspector toured the areas of the school used by the club.
- The inspector held a meeting with the Early Years Foundation Stage co-ordinator, the reception class teacher and the manager.
- The inspector observed children during their freely chosen activities.
- The inspector conducted a joint observation with the manager during a planned activity in the outdoor environment.
- The inspector held discussions with the staff and the children throughout the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector examined a range of documents. These included, the policies and procedures, staff training records, evidence of suitability checks, children's learning files, self-evaluation documents and improvement plans.

Inspector

Charlotte Bowe

Inspection findings

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

Staff plan an 'under the sea' theme for children at the club, to skilfully complement the 'animals and the world' topic that children are engaging in at school. Children enjoy making sea creature mobiles. They take an active role in 'talk time' and confidently read the theme book to other children. Children engage in conversation with each other about what lives under the sea. Therefore, children develop exceptional early reading skills and become excellent communicators. Children show high levels of self-motivation and make their own decisions about what they will do with resources. They happily make a paper plate face. Staff extend this learning further. They encourage children to think about what some people wear on their face to extend their knowledge of difference and diversity. Children get excited as they begin to make a pair of glasses and develop their physical skills as they competently connect pipe cleaners together. Staff challenge their thinking skills and ask what one half of the glasses look like. They enhance children's knowledge when explaining that this is like a monocle when they are unsure.

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

Children are asked about the things that they enjoy before starting. The manager uses this information and her expert knowledge of her staff to assign key persons who have similar interests. Close liaison with the reception teacher ensures that children's care and learning are effectively shared and complemented through regular communication and the sharing of accurate assessments. Staff teach children to manage their own safety needs very well. Children learn the importance of wearing a helmet when playing on the bikes and regularly conduct their own risk assessments before taking part in new activities. Children express their excellent understanding of keeping safe when pedalling their bikes around the road. They explain that staff need to move their toes off the road so that they remain safe. Children adopt healthy lifestyles through making their own choices about the healthy foods they will eat and when exercising in their extensive outdoor area.

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

Managers and leaders are truly inspirational. They invest highly in the whole staff team and provide an excellent programme of support, coaching and training. Mentors are in place to support less experienced staff and regular supervisions and appraisals ensure that staff training needs are quickly identified and supported. Staff work together exceptionally well, creating a very diverse and dynamic team. Children's progress is monitored at every level to ensure that any gaps in individual or groups of children's learning is swiftly identified and supported. Children are safeguarded exceedingly well. Recruitment procedures are robust and ensure that all staff are highly skilled and suitable for their role. Inclusive self-evaluation accurately identifies how the club can improve even further and highly values the contributions from parents and children. Staff have correctly recognised on their detailed improvement plan that there is scope to enhance partnerships with parents even further, to build on children's already excellent knowledge of the world.

Setting details

Unique reference number	309718
Local authority	Lancashire
Inspection number	855214
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	127
Name of provider	St Bernadettes Out Of School Care Club Committee
Date of previous inspection	23 February 2012
Telephone number	01524 63934

St Bernadettes Out Of School Care Club was registered in 1997. The club employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at levels 2 and 3. The club is open Monday to Friday during term time. Sessions are from 7.45am to 8.55am and 3.15pm to 6pm. The club supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

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