

# Southam Primary School

## Out Of School Care

### Scheme



St. James Road, Southam, Warwickshire, CV47 0QB

<b>Inspection date</b>	28 April 2015
Previous inspection date	4 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 <b>meets legal requirements for early years settings</b>			

### Summary of key findings for parents

#### This provision is good

- The manager and staff team work extremely well together. Significant improvements have been made since the last inspection. The manager continues to drive improvements to ensure children receive consistently good quality experiences.
- Children demonstrate increasing independence because they are effectively supported to make choices and decisions in all aspects of the club. Children's good health is promoted as they enjoy choosing a selection of healthy meals and snacks.
- Partnerships with the host school are strong. The manager works closely with the head teacher and gains information from teachers about what children are learning at school. As a result, children are effectively supported and receive continuity in their care and learning.
- Safeguarding practices are strong. All staff have attended safeguarding training and they are all fully aware of their responsibilities to protect children from harm. Children are gaining a good awareness about their own safety as staff involve them in completing the daily risk assessments.

#### It is not yet outstanding because:

- Performance management arrangements are mainly effective, although do not include the benefits of encouraging staff to learn from one another.
- Staff do not always make the very best use of the outdoors to ensure children are consistently offered a wide range of experiences.

## What the setting needs to do to improve further

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

- extend opportunities for staff to observe each other's skills and reflect on their practice in order to promote continual professional development and further enhance the quality of the provision
- enhance the learning opportunities available to children outdoors, by enhancing the range of resources available and checking staff are more proactive in joining in with children's play.

### Inspection activities

- The inspector had a tour of the out of school club premises with the manager.
- The inspector observed a range of activities in the indoor and outdoor environment.
- The inspector looked at a sample of policies, staffing documentation and children's records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the out of school club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Emma Daly

## Inspection findings

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

Most staff are well qualified, which has a positive impact on the range of experiences they plan for children to enjoy. Staff regularly reflect on and evaluate the activities offered to children so that these continually improve and extend. Children arrive at the club happy and confident. Staff gain information about what themes children are focusing on in school and introduce activities that complement and enhance their learning. Staff interactions are good as they encourage children to get involved in a range of activities. Children are engaged and motivated to learn because they have many opportunities to make decisions about what they want to do throughout the session. They develop their own ideas as they enjoy building castles, using boxes and recycled materials. Staff complete learning logs with the children and share these with parents and teachers. This successfully builds a shared approach to children's achievements. Parents speak highly of the club, they feel their children are happy and settled because all staff take the time to get to know them as individuals. Overall, staff provide children with a wide range of experiences that supports their all-round development. This prepares children well for the next stage in their learning.

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

The effective key-person approach means children settle quickly and their emotional well-being is effectively supported. Staff build positive relationships with parents and gain detailed information when children first start about their health and care needs. Staff ensure that all children's allergies and dietary requirements are taken into account when providing a cafe-style tea. Children are well behaved because they fully understand boundaries and expectations set by staff. As a result, they play very well together and develop strong social skills. Children are beginning to respect and value each other's opinions. Younger children are well supported to join in with older children's games, which helps them to develop their confidence. Children's physical skills are effectively promoted as they play outside. Most staff join in with children's play. However, on occasions, some staff are not always proactive in joining in and facilitating children's games and activities. This is because they direct and supervise rather than getting involved.

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

The manager has a good understanding of the legal requirements. All previous actions for improvement have been addressed. Recruitment and vetting procedures are robust and the manager and provider ensure all required documentation is in place. Staff have regular supervisions and their training needs are identified. All staff feel very well supported within their roles. However, they have not yet had the opportunity to evaluate each other's skills so that they can improve practice further and continue to raise the overall quality of the provision to a higher level.

## Setting details

<b>Unique reference number</b>	200759
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	998001
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Southam Primary Before and After School Care Scheme Committee
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	01926812520

Southam Primary School Out Of School Care Scheme was registered in 1995. The provision offers before and after school care, and a holiday play scheme. Sessions run from 7.30am to 8.45am and 3pm to 6pm during term time, and from 8.30am to 5.30pm during the holidays. It is closed for the last two weeks of the summer holidays, one week at Easter and for two weeks at Christmas. The provision employs six members of childcare staff. Of these, four hold appropriate early years qualifications, including one at level 4 and three at level 3.

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