

# Skools out @ St Ambroses

St Ambroses Catholic Primary School, Leswell Street, KIDDERMINSTER,  
Worcestershire, DY10 1RP



## Inspection date

27 April 2015

Previous inspection date

28 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

- Children enjoy being at the club and soon settle. They get on well with other children, enjoy each other's company, make friends and play cooperatively.
- Staff give children a good grounding in early mathematics and literacy during enjoyable play-based activities. For example, fun card games foster children's recognition and use of numbers for counting, comparing and simple problem solving. Children develop the dexterity and control needed for early writing as they draw, make models and handle play dough.
- Children behave well. Staff are positive and encouraging. They praise children's efforts and make sure they know what is happening next and what is expected of them. Children like to be helpful and usually follow staff's requests and instructions.
- Children are fully safeguarded. The provider and staff understand their responsibilities to protect children from harm. They have clear safeguarding procedures to guide them, attend training and discuss safeguarding scenarios. This means they know what action to take if they have any concerns about a child's welfare.

### It is not yet outstanding because:

- Children's outdoor play is not always purposeful and sustained as staff do not always make the best use of resources and space when organising and managing activities.
- There is potential for staff to involve children more in discussing their work and achievements in order to better inform staff's future planning of activities and their information sharing with parents about their children's progress.

## What the setting needs to do to improve further

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

- improve the planning and organisation of outdoor activities so that children experience well-presented, stimulating activities and understand boundaries regarding where they can play
- extend opportunities for children to review their achievements and to plan for their future learning, and with the staff to share this information with parents.

### Inspection activities

- The inspector observed activities in the classroom and the school playground.
- The inspector spoke to members of staff and children at appropriate times and had a meeting with the provider who is the manager.
- The inspector took account of the views of children and of parents spoken to on the day of the inspection.
- The inspector discussed the provider's plans for improvement.
- The inspector looked at children's records and evidence of the suitability of staff working in the club. She also looked at a range of other documentation, including policies and procedures.

### Inspector

Rachel Wyatt

## Inspection findings

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

Staff informally assess children's progress and talk to parents and teachers about any aspects of children's learning they need to focus on. Staff plan and organise rewarding activities and resources which children enjoy. They promote the skills children need to be effective learners at school. For instance, children are keen to join in because staff encourage their ideas and choices and plan and organise activities and resources that reflect their interests. Before they go outside, children are encouraged to choose what they want to play with. The best use is not always made of these toys because sometimes the organisation of outdoor activities limits staff's sustained involvement in children's play. For example, staff move away in order to supervise other children's safe movement to activities located on the other side of the playground. At other times, staff successfully interact with children. They chat easily with them, encouraging lively conversations about what they are doing and making.

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

The staff effectively work with parents and teachers to support children's smooth transitions between the club and school. The approachable, friendly staff warmly welcome children, helping them to settle and to get to know the club's routines and surroundings. Children quickly make friends and enjoy chatting to and relaxing with them during social snack and breakfast times. Children feel valued as staff encourage their suggestions for activities and display some of their work. Children like being able to continue working on a model or a drawing at the next session. However, there is potential for staff to talk to children more about their achievements and to plan together for their future learning. Staff effectively promote children's good health and safety. Children readily follow good hygiene routines, eat well at breakfast and snack times, and relish being active and outdoors. They are looked after in safe and secure surroundings and encouraged to behave responsibly as they move around the premises and use tools and equipment.

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

The provider has taken appropriate steps to address all actions from the last inspection. There are clear safeguarding and complaints procedures which staff understand. These are available for parents' reference. All required records are maintained, including details of staff's suitability checks and of the club's public-liability insurance. The provider has improved staff performance and development procedures. Staff have regular opportunities to discuss their work and to attend relevant training such as safeguarding and paediatric first aid. They are well qualified and now have a sound knowledge of the Early Years Foundation Stage. In the context of an out-of-school club setting, the quality of staff's teaching is good. They plan and organise rewarding activities which usually foster children's purposeful, cooperative learning. The provider and staff have good relationships with parents, carers and the school. These ensure they know children well and apply consistent approaches to meeting their needs.

## Setting details

<b>Unique reference number</b>	EY379442
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1000734
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Sara Jane Bradbury
<b>Date of previous inspection</b>	28 November 2014
<b>Telephone number</b>	07960 516509

Skools Out @ St Ambrose was registered in 2008. The club employs four members of childcare staff, including the provider. They all hold appropriate early years qualifications at level 2 or 3. The club opens from Monday to Friday during school term time. Sessions are, from 8am until 9am and from 3pm to 6pm. The club is attended by pupils from the school where it is based.

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