

# The LSJ Out of School Club



Leigh St. Johns C of E Infant School, Kirkhall Lane, LEIGH, Lancashire, WN7 1RY

<b>Inspection date</b>	22 May 2015
Previous inspection date	28 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		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

- All staff have an excellent understanding of how children learn. Staff use this expert knowledge to plan individualised activities and experiences for children. Consequently, children are motivated and eager to play and learn.
- Staff have excellent partnerships with the host school. High priority is given to ensuring activities at the club complement those undertaken at school. Therefore, children display high levels of confidence and self-esteem.
- Children are encouraged by staff to develop their communication and language. Staff use a wide range of questioning techniques to extend children's vocabulary. They give children plenty of time to think, respond and this develops their critical thinking skills even further.
- Staff develop very strong partnerships with parents. They communicate well to identify children's needs and share their achievements with them effectively.
- Arrangements for safeguarding children are effective. Clear policies, procedures and risk assessments are in place, these are regularly reviewed and understood by all staff.
- The management team demonstrate a commitment to develop the provision by identifying strengths and areas for development.

### It is not yet outstanding because:

- Snack time routines are not always carried out effectively, to ensure children have sufficient time to finishing eating.
- Opportunities for staff to share practice to enable them to continue to improve are not fully embedded across the team.

## What the setting needs to do to improve further

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

- review the procedures for snack time, to ensure that children have sufficient time to finish eating before they are moved to other areas
- embed even further arrangements for staff supervision, to ensure there is equal opportunity to be involved and share practice across the whole team, such as observing each other working with the children.

### Inspection activities

- The inspector toured the setting and observed activities in the hall, classroom and outside.
- The inspector held meetings with the manager, nominated person and childcare manager throughout the inspection and spoke to other staff members and the children during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the club's self-evaluation.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Donna Birch

## Inspection findings

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

Staff are very experienced and the majority are well qualified. As a result, they encourage children to they make decisions about their play. Children excitedly enter the club and are greeted by enthusiastic staff who engage well with them. They listen to their requests and ask them lots of questions about what they want to play with. Consequently, children are supported to extend their communication and thinking. Children enjoy playing games outdoors. Staff encourage children to work as a team. Children play throw and catch games and negotiate the rules for sharing the bubbles and using them safely. Staff review the activities provided at the club to ensure they complement those undertaken in school. Younger children develop their writing and creative skills, as they draw and design at the craft table. Staff encourage children to write their own names on pieces of their work and use letter sounds to help them with spelling. Staff encourage children to count during activities. Additionally, staff discuss concepts, such as speed, shape and direction. For example, when they blow the bubbles in the wind. As a result, children's understanding of these concepts is extended.

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

Children are valued, made to feel welcome and display high levels of confidence and self-esteem. They have ample opportunity to be physically active. Children enjoy free-flow access to a well-resourced outdoor area. Snacks provided are healthy and nutritionally balanced. Children are encouraged to help with tasks, such as buttering crumpets and pouring their own drinks. This develops their independence skills. However, some children are still eating when staff direct them to other parts of the room. Therefore, children do not have sufficient time to finish at their own pace. Children behave very well and show care and concern for one another. At the craft table, they talk about being 'good friends' and make friendship bracelets. Staff offer continuous praise and encouragement. Children have a good understanding about hygiene practices. They wash and dry their own hands at appropriate times.

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

The management team and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Recruitment and vetting procedures are good. Staff are encouraged to access training and have undergone training in safeguarding and first aid. Therefore, they are supported to keep children safe. Arrangements for staff supervision are in place. Although, the nominated person provides the manager with feedback on her practice, this has not been fully embedded across the whole team, so all staff can observe each other and to continue to improve by sharing excellent practice with the staff team. Partnerships with parents and teachers at the host school are very well established and have a positive impact on improving outcomes for children. The manager and staff clearly identify strengths and areas to develop. Improvement plans are in place to ensure the future success of the club.

## Setting details

<b>Unique reference number</b>	EY442108
<b>Local authority</b>	Wigan
<b>Inspection number</b>	854124
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	64
<b>Name of provider</b>	St Bede's Childcare Limited
<b>Date of previous inspection</b>	28 May 2012
<b>Telephone number</b>	0120461899

The LSJ Out of School Club was registered in 2011. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one who is unqualified. The club opens from Monday to Friday, term time only. Sessions are from 7.15am until 8.45am and 3.15pm to 6pm.

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