

St Andrew's Out Of School Club



St. Andrews C E Primary School, Crescent Avenue, Over Hulton, BOLTON, BL5 1EN

Inspection date 9 June 2015
Previous inspection date 6 February 2012

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

- Since the last inspection there have been changes in managers and staff, which have had an impact on the continuous improvement of the provision. The new manager has stabilised the provision and is reversing a slight dip in quality.
- Management arrangements are very strong. Area managers regularly visit and carry out quality audits to ensure that legal requirements are consistently met.
- Children thrive in the setting and enjoy themselves. They have a clear sense of belonging in their own designated club room, which is very well organised to allow them very good levels of independence.
- Staff know children well and are skilful in engaging them in enjoyable activities and routines which also support a specific aspect of their learning and development.
- Children's views are highly valued. They are well supported and are at the forefront of decision making, and organisation of activities in a way that meets their interests and provides maximum fun.
- Relationships are very strong. A small number of long-serving staff have created stability for children and families. Newer staff quickly foster children's trust as they spend time supporting their play and talking with them.

It is not yet outstanding because:

- Very occasionally, the youngest children do not follow expected rules and procedures because staff do not always use a broad range of techniques to support their understanding.
- Not all staff engage in a broad range of training to develop their expertise and their additional skills are not always used to have an outstanding impact on the children.

What the setting needs to do to improve further

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

- enhance younger children's understanding of expected behaviour, for example, through the use of visual cues, such as timers and space markers
- target the use of staff skills and training to help all staff deliver outstanding provision for children.

Inspection activities

- The inspector observed activities in the designated room used by the club and in the outdoor area.
- The inspector spoke to members of staff and children. She spoke with parents and gained the views of others, using the club's own parent questionnaires.
- The inspector looked at a sample of children's records, evidence of the suitability of staff working in the provision and a range of other documentation, such as, planning, evidence of activities provided for children, staff qualifications and training.
- The inspector held meetings with the manager and area manager of the club.

Inspector

Angela Rowley

Inspection findings

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

Staff provide children with a rich range of interesting play experiences with their learning, independence and enjoyment at the core. They use the designated playroom to a very good effect, to enable children to access equipment of their choice and to use it in their own unique ways. This supports their independent thinking and design skills, and results in good concentration and persistence. Consistent staff know the children very well. They speak with teachers in school so they know when children need additional support. They are skilled in enhancing the learning that takes place in school through discrete and fun activities in addition to responding to children's own activity planning. For example, children's confidence in using and recognising numbers beyond 10 is fostered through games of bingo, which they request and enjoy. Children's confidence increases because they play a large part in developing the provision. They are encouraged to develop enterprising behaviours, such as to raise funds for particular new equipment they have requested. The very strong opportunities they have to develop independent thinking and learning securely fosters the attitudes children need to make good learners in school.

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

Right from the start children begin to learn the routines of the club, which help them to operate safely and independently. They contribute to making group rules and generally know what is expected of them. They self-serve their own healthy snack with the hygienic use of tongs and pour their own drinks when they are thirsty. Occasionally, however, the youngest children do not follow expected practice. For example, they do not always come off the computer after a fair length of time and access outside areas, which are safe, but designated as out of bounds. These minor issues arise largely because there are few visual reminders available to help them remember. Children's sense of belonging is very strong. Children's views are highly valued and they are allowed to make the club their own. Friendships are very close because staff provide many opportunities for children to collaborate and enjoy games together. Staff make excellent use of the playground and the school hall to promote children's health and physical development. Children learn new skills and have great fun engaging in elements of gymnastics, den-making and ball games.

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

Following two changes in leadership, the provider took swift action to deploy a long-serving, suitably qualified and well-experienced manager. The new manager has been well-motivated to prioritise improvements and drive ideas for further development. She uses the views of children and parents well to enhance experiences for children. Staff recruitment procedures are strong and most staff attend regular training, such as in first aid and safeguarding children. Some staff have additional skills and qualifications, for example, in dance, although these are not always fully utilised. Additionally, not all staff access a broad range of training to extend their expertise to enable them to have an outstanding impact on the children.

Setting details

Unique reference number	EY431525
Local authority	Bolton
Inspection number	850206
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	40
Number of children on roll	100
Name of provider	St Bede's Childcare Limited
Date of previous inspection	6 February 2012
Telephone number	01204 61899

St Andrew's Out-of-School Club was registered in 2011. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is qualified at level 2. The club opens 7.30am until 9am and from 3.15pm until 6pm, Monday to Friday, during term times. It opens during some holidays from 8am until 6pm and offers shared care with another setting all year round.

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