

# Teapots Out Of School Club

St. Charles RC Primary School, Moorside Road, Swinton, Manchester, Lancashire,  
M27 9PD

## Inspection date

15 June 2015

Previous inspection date

19 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The procedures to recruit staff are not always used effectively. As a result, there is missing documentation and the process does not ensure everybody has been thoroughly checked by the provider.
- Opportunities for monitoring staff, encouraging them to learn from each other and share their best practice, are not used to their full effect.
- The hours that children arrive and depart are not clearly recorded, which means children cannot quickly be accounted for.

### It has the following strengths

- The manager has a positive attitude towards reflecting on and developing her practice. This helps her to make some improvements that enhance children's experiences.
- The indoor and outdoor area are well equipped and offer children challenging experiences which help them to take measured risks.
- Staff get down to children's level and join in with activities, and because staff are happy and motivated in their roles, this comes across well and helps children to settle and feel at ease and motivated.
- Staff support children through using different teaching strategies, which are age appropriate and differentiated to meet their individual needs.
- Parents fully appreciate the warm welcome and ongoing support that they and their children receive.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff working with children are subject to a rigorous recruitment procedure
- keep a daily record of the names of the children being cared for on the premises, the name of their key person and their hours of attendance
- involve all staff in supervision in order to develop excellent practice, for example, by setting clear specific improvement areas for each member of staff, using mentoring and peer observations.

### To meet the requirements of the Childcare Register the provider must:

- strengthen the recruitment procedures to ensure that relevant checks are made on any person caring for children, in order to ensure they are suitable to work with children (compulsory part of the Childcare Register)
- strengthen the recruitment procedures to ensure that relevant checks are made on any person caring for children, in order to ensure they are suitable to work with children (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities inside the club and outdoors. She completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the club with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journals.
- The inspector discussed the provider's self-evaluation and improvement plan.

### Inspector

Joanne Ryan

## Inspection findings

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

The manager holds a degree in early childhood studies, which gives her a good knowledge and understanding of how children learn. Therefore, she is able to ensure that all children are acquiring the key skills required for their continued learning. The manager of the out of school club is also the nursery manager throughout the school day. Therefore, she knows the children well and a consistent approach to teaching and learning is created. For example, staff in the school identify that children need to develop their social skills so the club creates opportunities for children to share and take turns. Good partnerships with parents have been established and they feel well informed about their children's time at the club. Staff play alongside children, following their lead in play and extending their ideas. For example, when children have chosen to play in sand, staff make suggestions to build upon children's interests and suggest they build bridges together.

### **The contribution of the early years provision to the well-being of children requires improvement**

There are a good range of resources indoors and outdoors freely available, which enables children to make choices about what they want to play with. The majority of the club staff work with children in the school throughout the day. Therefore, they know them well, build good relationships and meet their individual needs. The staff build children's confidence in their own abilities. For example, when children lack confidence, staff offer reassurance and work alongside them. When children arrive at the club, staff tick to record they have arrived and parents sign children out in a separate book. However, children's hours of attendance are not clear, which compromises their well-being particularly in an emergency situation. Staff encourage children to lead healthy lifestyles through having regular physical play and eating healthy snacks. Staff encourage children to manage their own personal needs, such as using the bathroom independently and washing their own hands.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager has undertaken a safeguarding quiz with staff to ensure they all have a good knowledge and understanding of the signs and symptoms of abuse and how to respond should a concern arise. The manager generally observes staff because she works directly with them each day and they access some training, such as local authority cluster meetings. However, staff do not have a clear plan of how they need to improve their individual skills. As a result, there is some inconsistent practice. For example, sometimes staff pour children's drinks and give out snacks, and at other times children are able to do this themselves to enhance their independence. The procedure for staff recruitment is not robust enough because the provider is not stringent in ensuring references are in place for all members of staff and does not fully check their employment history. However, the risk to children is not significant because all current staff work in the attached school and they have undertaken all the appropriate checks.

## Setting details

<b>Unique reference number</b>	EY303202
<b>Local authority</b>	Salford
<b>Inspection number</b>	856534
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Susan Patricia Starkie
<b>Date of previous inspection</b>	19 May 2009
<b>Telephone number</b>	0161 794 4536

Teapots Out Of School Club was registered in 2005. The club opens five days a week during term time only, with session times from 8am to 8.50am and 3.20pm to 6pm. Five members of childcare staff work with the children. The manager holds a relevant early years qualification at level 6.

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