

# St Catherines Out Of School Club



St. Catherines RC Primary School, Moss Lane, LEYLAND, PR25 4SJ

## Inspection date

17 June 2015

Previous inspection date

27 September 2011

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 committee is not currently functional because there is only one member, who is the manager. This means that there is no performance management in place for the manager.
- The manager has failed to notify Ofsted of a change in circumstances when committee members left.
- Staff supervision is not routinely in place. This means that there are fewer opportunities to address any concerns and support ongoing staff development.
- Children are not routinely assigned a key person to meet their specific needs. As a result, children are less well supported because they do not have one familiar adult who coordinates communication with parents and school.

### It has the following strengths

- Staff provide exciting and varied experiences both indoors and outdoors to engage children through their interests. Staff have high expectations of them and challenge them to make their own decisions.
- Children are well behaved because staff have clear expectations which children respond to very well. Older children show consideration for younger children because staff encourage them to nurture one another.
- The manager knows what good teaching looks like and she makes suitable suggestions for improvements when monitoring staff practice.
- The manager has a strong drive to improve. The views of staff, comments from children and suggestions of parents contribute to effective self-evaluation.

## **What the setting needs to do to improve further**

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

- develop appropriate arrangements for the effective supervision of staff, to provide more opportunities to raise the quality of practice and address any concerns
- re-establish an effective key-person system to focus more accurately on meeting children's individual needs, in cooperation with the child's parents and teachers.

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

- recruit suitable members to join the committee, in order to carry out effective performance management with the manager and to drive the club's improvement further.

## **Inspection activities**

- The inspector checked evidence of the suitability and qualifications of the staff and manager.
- The inspector observed the staff engage in a range of activities and care routines with the children.
- The inspector held discussions with the staff and manager.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with parents to gain their views.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Lisa Bolton

## Inspection findings

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

Children enjoy attending the club because they have fun with friends of different ages in a welcoming, safe environment. Staff know children well and they ask effective questions to encourage children to talk. Children show good communication and language skills. They use mature vocabulary to describe their drawings, such as 'this lion is a female'. Children are provided with activities that compliment their experiences in school. For example, children write and draw on a large scale when using chalk on the school playground.

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

Due to a weakness in leadership and management, children's welfare is not fully assured. However, staff protect children from harm because they effectively put safeguarding procedures into practice. For example, staff are alert and promptly remind parents not to use their mobile phones in the club. Safety is of high priority and measures to reduce risk are fully in place. Staff know children well and they share positive relationships with parents and school staff. This means that children feel comfortable and emotionally secure. Staff know how to help children to develop the skills needed for effective learning. They use good strategies, such as asking questions and making comments, to develop their concentration skills. Children's physical well-being is well supported by daily access to physical-play equipment and the outdoors. A healthy snack menu is in place and children's independence is encouraged through care routines. For example, children are motivated to wash their hands and pour their own drinks.

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

The committee is not currently functional because the committee members have left and new appointments have not yet been made. The manager is responsible for informing Ofsted of changes and she has failed to do so when members of the committee left. However, the impact is very limited because all adults who may have unsupervised access to children have undertaken an enhanced Disclosure and Barring Service check and safeguarding procedures are very effective. The manager's understanding of the Early Years Foundation Stage requires improvement because she has not fully met all of the statutory requirements. Staff supervision is not routinely in place. This means that although the manager has open communication with staff, time is not allocated for the manager and staff to speak confidentially on a regular basis. However, the impact is minimised because staff know how to address any concerns they may have promptly and effectively. Safeguarding procedures are very clear and staff know who to contact if they have concerns about the manager. Staff are well trained and some hold early years qualifications. Children are not currently assigned a key person, despite this system being in place until recently. However, the impact on children is limited, because staff relationships with children are very strong. Children feel confident in their environment and safe because staff know individual children very well. Furthermore, links with parents and school are very strong because communication is regular.

## Setting details

<b>Unique reference number</b>	EY409691
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	851028
<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>	60
<b>Number of children on roll</b>	96
<b>Name of provider</b>	St Catherines Out Of School Club Committee
<b>Date of previous inspection</b>	27 September 2011
<b>Telephone number</b>	01772453767

St Catherine's Out of School Club was registered in 2011. The club employs nine members of childcare staff. Of these, one holds an early years qualification at level 3 and one holds an early years qualification at level 2. The club opens from Monday to Friday, from 8am until 8.50am and 3.15pm until 6pm.

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