

St. Andrews Kids Club 2

St. Andrews C of E Infant School, Woodlea Road, Leyland, Lancashire, PR25 1JL



Inspection date

19 June 2015

Previous inspection date

23 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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		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

- Staff are particularly skilled in supporting children's language skills because they use highly effective strategies. For example, staff look at children when they are speaking and model the correct way to say each word.
- Children develop warm relationships with staff through the effectively organised key-person system. Children grow in confidence, such as speaking in a group, when supported by their key person.
- Children of all ages play co-operatively and older children nurture younger children. Staff are good role models who provide clear and consistent guidance for children about what is acceptable behaviour.
- Children are protected from harm because staff give the highest priority to children's safety and safeguarding. Staff's knowledge of what to do if they are concerned is strong and staff supervision encourages open communication.
- Self-evaluation is effective because staff, children and parents are encouraged to make suggestions for the club's continued improvement.

It is not yet outstanding because:

- Leaders and managers are not yet highly effective in using a wide range of methods to further develop the quality of staff's practice.
- Staff do not regularly gather and share information about children's skills and interests with school teachers, in order to further enhance children's experiences.

What the setting needs to do to improve further

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

- devise even better ways of communicating with the school to complement children's learning more precisely
- provide even more opportunities to share the high-quality practice of the most skilled staff, for example, by introducing regular and targeted peer observations.

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 looked at a selection of policies and procedures.
- The inspector held discussions with the staff and deputy manager.
- The inspector spoke with parents to gain their views.
- The inspector conducted a joint observation with the deputy 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

Staff understand the needs of young children. They know how to engage children when they begin to attend and children settle quickly. For example, parents bring their children to meet staff before starting and they discuss children's individual needs. Children enjoy attending the club because staff provide a broad range of activities, experiences and opportunities to stimulate their interests. Staff know how to provide appropriate challenges for children. For example, staff ask children mathematical questions during their play. This supports children's learning at school. Staff work closely with parents, particularly when devising ways of supporting children with special educational needs and/or disabilities.

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

Children have high self-esteem and feel emotionally secure because staff have built positive relationships with them. Staff give children the time to respond and children feel at ease in their company. As a result, children grow in confidence and get involved in new experiences. Children frequently come to staff to share their celebrations and to seek their support. Staff offer a good balance of nurture and challenge so that children learn to develop independence skills. For example, children are invited to share the task of setting up the computer with staff. Children enjoy physical play outside and staff provide sensory experiences, such as blowing bubbles. Children have a balanced selection of snacks to choose from. They can say which items are treats and which are healthy choices. Staff promote good hygiene routines. For example, they remind children to wash their hands before eating, which children are motivated to do. Children's independence is supported very well and children are taught to manage appropriate risks. For example, they enjoy taking turns to cut their fruit with a knife under close adult supervision.

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

Leaders and managers have a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They are driven to improve and know how to identify strengths and areas for improvement when monitoring staff's practice. Staff work in an effective team because communication is clear. All staff have undertaken safeguarding and first-aid training, and some staff have specific early years qualifications, which has a positive impact on children's care and well-being. However, some opportunities to support the continued development of staff are missed. This is because the expertise of the most skilled staff is not shared widely. Partnerships with parents are very strong. Staff speak to them daily about their individual children's needs, achievements and progress, so they can effectively support children's unique needs. Staff gather and share information about children's well-being from school teachers each day. However, the gathering and sharing information about children's progress is not yet highly effective. This means that some opportunities to complement learning in school and support children's skills and interests are missed.

Setting details

Unique reference number	EY262118
Local authority	Lancashire
Inspection number	856013
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	33
Name of provider	St. Andrews Kids Club Committee
Date of previous inspection	23 May 2012
Telephone number	07710083186

St Andrews Kids Club 2 was registered in 2003. The club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The club opens from 3.15pm until 6pm Monday to Friday during term time and 7.45pm to 6pm during most school holidays. The club supports children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

