

Lees Out of School Care

St. Edwards RC Primary School, Rowland Way, Lees, OLDHAM, OL4 3LQ



Inspection date

26 June 2015

Previous inspection date

1 April 2009

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 assess children's progress and plan for the next steps in their learning. As a result, they support children to develop, and build on, those skills necessary for their next stage of learning in school.
- Partnership arrangements with the local primary schools are well established. As a result, information is effectively shared and there is continuity in children's learning.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Staff regularly attend training to refresh their knowledge and understanding to ensure this is accurate and current.
- Staff have created a nurturing environment where all children are respected and valued. Therefore, children are confident and display high levels of self-esteem.
- Partnerships with parents are good. Parents and staff work together to ensure that all children thrive and enjoy stimulating learning experiences in the club and at home.
- The established key-person system helps children to form warm, caring relationships with staff. Staff sensitively support children in their play. Consequently, children feel safe and secure and make good progress in their learning.

It is not yet outstanding because:

- Sometimes boys do not maintain attention well during group time when they sit for long periods of time.
- Younger children's early literacy skills are not fully supported because they are unable to access books freely.

What the setting needs to do to improve further

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

- develop the organisation of group time to help boys maintain attention more effectively
- build on younger children's ability to develop their early literacy skills, for example, by providing a selection of books throughout the club for children to choose from.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector observed play and learning opportunities for children and spoke to staff and children, when appropriate.
- The inspector held ongoing discussions with the manager throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability of staff working in the club and a range of other documentation, including staff qualifications and policies and procedures.
- The inspector looked at observation and assessment records of children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Jones

Inspection findings

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

Children are supported by skilled and well-qualified staff who understand how to complement children's learning at school and support their future learning. Staff hold regular council meetings with children, where they discuss children's interests and the activities that they would like plan. As a result, children demonstrate high levels of motivation when taking part in activities that they have planned, and are confident in making choices. However, during adult-led group activities, some boys do not engage well and they lose interest. This is because the groups are too big and it takes too long for them to have a turn at the games. Children enjoy chatting confidently to the staff about the pictures that they are drawing. Staff use these opportunities to support children's communication and language skills by asking appropriate questions and introducing new words. Children have excellent imaginations and re-create familiar events, such as going shopping. Staff incorporate counting and number sequencing as they play alongside children. As a result, children are developing good mathematical skills.

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

Children have opportunities to be active and engage in physical play in the outdoor area. Staff take time to discuss with children why daily exercise and fresh air is important. As a result, children are learning about healthy lifestyles. Staff meet children's individual dietary needs with healthy and nutritious meals and snacks. Staff provide children with clear and consistent expectations. Consequently, children are polite, considerate and very well behaved as they move around confidently. Children help prepare their own meals and snacks and select resources from a variety of boxes that are stored on shelves. This helps to develop their independence. However, the organisation of resources does not provide opportunities for children to read books freely. Books are stored in heavy boxes and this makes it difficult for younger children to access them easily. Children tell the inspector that they enjoy their time at the club and that they have lots of friends.

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

The manager has a good understanding of the Early Years Foundation Stage. All staff are qualified in early years. Some staff have experience of working in schools, which helps them to support children's progress effectively. The manager regularly checks how well staff interact with children. She uses supervision, appraisals and training to support staff to continually improve the quality of their work and address any areas of weakness. Consequently, children are very well supported in the next steps in their learning and their move into the next class at school. A strong system for evaluating the provision, taking into account the views of parents, means a culture of continuous improvement is maintained. Recommendations from the last inspection have successfully been addressed. Parents are highly complimentary and say staff are approachable and friendly and their children settled quickly.

Setting details

Unique reference number	EY380363
Local authority	Oldham
Inspection number	858597
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	48
Number of children on roll	63
Name of provider	Christopher John Buckley
Date of previous inspection	1 April 2009
Telephone number	01616241377

Lees Out of School Care was registered in 2008. The out of school club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The manager holds an appropriate early years qualification at level 6. The setting opens Monday to Friday from 7.30am until 9am and from 3.15pm until 5.30pm, during school term time.

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