

# Schoolfriend Clubs @ English Martyrs RCPC



English Martyrs RC School, Bracken Road, Long Eaton, NOTTINGHAM, NG10 4DA

<b>Inspection date</b>	9 July 2015
Previous inspection date	23 March 2012

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	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:

- There is no named deputy manager in place at the out of school club.
- The organisation of snack time is not always effective. Children wait for long periods of time before they are allowed to eat or drink. As a result, on these occasions, their behaviour becomes noisy and unsettled.
- Staff do not always provide extra challenges that complement what children are doing at school. As a result, children cannot always build on what they already know and expand their problem-solving skills.

### It has the following strengths

- Staff have positive relationships with parents. Parents comment that their children are happy and settled, and staff are friendly and approachable. Staff continually share information about what the children have been doing. Consequently, the manager and her team have an effective two-way flow of information with parents. This helps to ensure children's individual needs are met.
- Children's safety is rigorously promoted through robust safeguarding procedures. Staff attend regular safeguarding training and know the procedures to follow if they have a concern about a child. The manager carries out detailed risk assessments to minimise hazards.
- Children are happy, confident and comfortable in their surroundings. They have developed strong attachments and relationships with the staff. The good key-person system enhances relationships towards children and their families effectively. Consequently, children develop a strong sense of security and trusting relationships.

## What the setting needs to do to improve further

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

- ensure that a deputy manager is appointed, that is capable and qualified to take charge of the club in the manager's absence.

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

- review and address the organisation of snack times, so that children do not become noisy or unsettled and are not expected to wait for long periods of time before they can start eating and drinking
- enhance the activities provided to give children extra challenges, so that they build on what they already know and extend their problem-solving and thinking skills.

## Inspection activities

- The inspector spoke to children, parents and staff and held a discussion with the manager during the inspection.
- The inspector observed children taking part in activities, both inside and outdoors.
- The inspector sampled documentation and records. These included children's records, planning documentation and staff files.
- The inspector carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff working in the club and a range of other documentation, including policies and procedures.

## Inspector

Janice Hughes

## Inspection findings

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

Children arrive happy and are eager to play. They form good relationships as they collaborate well, chatting to each other and staff. Staff are well-qualified and have a secure understanding that children learn through play. They provide a wide selection of toys and resources that interest the children. Children are confident and active learners. They are progressing well and acquiring key skills for their future learning. They instigate their own play as they investigate the activities on offer to them. They concentrate, listen to instructions and cooperate with each other as they play. Screams of laughter show enjoyment as a group of children play cooperatively with a game. This activity helps children to play well together, to recognise each other's capabilities and develop social skills for the future. However, staff do not always provide extra challenges that complement what children are doing at school or enthuse children to think more and solve problems.

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

Staff create a friendly and comfortable environment where children develop friendships and demonstrate positive behaviour most of the time. Children are learning to keep themselves safe. They learn about road safety and about the dangers of strangers when they go on outings. Children are developing an understanding of why it is important to lead healthy lifestyles. They have opportunities to practise appropriate hygiene procedures, play in the fresh air daily and enjoy healthy snacks. However, snack times are not well organised. All children have to line up at the same time to wash their hands. They have to wait for everyone to sit down before they start eating. Consequently, the noise levels are too loud at this point and children become unsettled in their behaviour. Staff liaise well with the host school when children first start attending. This enables them to know the children's likes and dislikes which helps the children to settle quickly.

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

The manager is newly appointed and has only recently taken up her position. She is enthusiastic and passionate about her role. The provider has effective vetting and recruitment procedures in place. As a result, all persons employed are suitable to work with children. However, the provider has failed to appoint a deputy manager this is a breach of the Early Years Foundation Stage. This means that in the absence of the manager, there is no staff member available to take charge of the day-to-day running of the club. The manager and her team use self-evaluation to identify their strengths and weaknesses effectively. They include both parents and children in this process. There are systems to promote staff's professional development and performance. Staff attend annual appraisals and staff meetings. This helps the manager to ensure staff attend appropriate training to benefit all children. Staff work closely with other professionals to meet children's individual needs effectively. This makes a significant contribution to children's individual care, learning and development.

## Setting details

<b>Unique reference number</b>	EY344234
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	863038
<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>	40
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Schoolfriend Clubs Limited
<b>Date of previous inspection</b>	23 March 2012
<b>Telephone number</b>	0870 4422287

Schoolfriend Clubs at English Martyrs Roman Catholic Primary was registered in 2006. It is privately owned. The club is open Monday to Friday from 7.30am to 8.45am and from 3pm to 5.45pm during term time only. There are four members of staff, including the manager, who work directly with the children. Of these, all staff hold a qualification at level 2 or 3 in early years.

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