

# Pinfold Primary After School Club

Pinfold Lane, Scarisbrick, Ormskirk, Lancashire, L40 8HR



## Inspection date

6 July 2015

Previous inspection date

21 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Therefore, children's learning is effectively promoted because staff provide a wide range of activities that capture their interest and motivate their involvement in play. As a result, children make good progress.
- Children are emotionally well prepared for the next stage in their learning because they link closely with the host school, in order to help prepare them for the move into Reception class.
- Children behave well and have formed positive relationships with staff and each other. They are developing their independent skills as they manage their own personal needs.
- Children are offered a good range of outdoor play experiences, which helps to promote their physical skills and raise their awareness of different aspects within the community.
- The provider and staff understand their roles and responsibilities towards helping to promote children's safety and welfare.

### It is not yet outstanding because:

- Information gained on entry from parents with regard to children's development does not always provide staff with detailed information about their existing skills.
- The performance management programme for evaluating and improving the impact of teaching is not yet fully embedded. This means opportunities to enhance the good quality of practice further to an outstanding level are not yet in place.

## What the setting needs to do to improve further

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

- extend opportunities for parents to contribute to the initial assessments about what children already can do and use this shared knowledge to fully identify their starting points
- strengthen further the programme for performance management, so that it is even more targeted to enhance further the quality of teaching.

### Inspection activities

- The inspector observed activities and staff's interactions with children across the age groups, indoors and outdoors.
- The inspector discussed the self-evaluation documents and sampled a selection of policies, such as the safeguarding policy, accident records, the complaints procedure and risk assessments.
- The inspector undertook a joint observation with the nursery manager. She also held discussions with the provider, both managers and staff at appropriate times throughout the day.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation and systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff, including first aid.

### Inspector

Hilary Boyd

## Inspection findings

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

Staff know children very well and consider their interests and abilities, in order to provide meaningful and stimulating activities. As a result, children are motivated and show enthusiasm during their play. Staff working with the youngest children use information obtained from observations to determine individual targets to support their learning. Furthermore, staff deliver a range of focused activities to raise children's understanding in specific areas of learning, such as mathematics and literacy. For example, children are starting to link sounds to letters as staff help them to sound out familiar letters. Older children enjoy interacting together as they play various games and are confident to access additional resources. Staff use information gained from ongoing observations to make accurate assessments of children's learning. However, the information obtained from parents before their children start at the nursery focuses on care. Therefore, staff do not have precise information detailing children's existing abilities, in order to help them to fully assess their starting points.

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

Children are happy and settle well into nursery. Flexible settling-in procedures and information sharing with parents means that staff effectively promote children's care and medical needs. Positive relationships are formed between staff and children. Furthermore, the provider is the Head teacher of the host school and the majority of staff also work in the school. As a result, partnership working with school is very strong. Staff link closely with the school's Special Educational Needs Coordinator to ensure children's learning is effectively promoted. Furthermore, staff link closely with the host school as they organise different events together. Children are developing an understanding of the world around them as they take part in extra activities and learn about living things. Children enjoy being physically active within the well-resourced outdoor area. As a result, they develop a range of physical skills.

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

The provider and managers have a good understanding of the learning and development, and welfare requirements to ensure children's needs are met. Safe recruitment procedures ensure staff are suitable. The majority of staff are qualified and those who are not are working towards obtaining a recognised qualification. They are actively encouraged to attend various training courses to extend their knowledge. For example, staff regularly update their safeguarding training and are, therefore, aware of the procedures to follow should child protection concerns arise. The provider, staff, parents and children are involved in the ongoing reflection on the quality of practice delivered. Parents speak very highly of the service provided. The manager monitors children's progress to ensure their needs are effectively promoted. Supervisions and observations of staff's performance are carried out. However, monitoring arrangements are not yet embedded to ensure elements of high-quality practice are consistently implemented.

## Setting details

<b>Unique reference number</b>	EY283196
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	856257
<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>	21
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Pinfold Primary After School Club Committee
<b>Date of previous inspection</b>	21 May 2010
<b>Telephone number</b>	01704 840 338

Pinfold Primary After School Club was registered again in 2012. The nursery employs five members of childcare staff. Of these, four hold appropriate qualifications, one at level 6, two at level 3 and one with Early Years Teacher Status. The nursery provides funded early education for three- and four-year-old children. The nursery opens from Monday to Friday term time. Sessions are from 8.50am to 3.20pm. The after school sessions are from 3.25pm to 6pm, Monday to Thursday and from 3pm to 6pm on Fridays term time. The provision supports a number of children with special educational needs and/or disabilities.

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