

St Mary's Out of School Club



St Mary's Junior & Infant School, Lumb Lane, Mill Bank, Sowerby Bridge, West Yorkshire, HX6 3EJ

Inspection date

25 June 2015

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children develop responsibility by serving their own food and helping with tasks, such as clearing away after having their snack and transporting outdoor toys.
- Children and staff have created a behaviour agreement and staff are good role models. This effectively reinforces rules and boundaries and results in good behaviour. Staff also use innovative visual prompts, such as a noise monitor, to reinforce expectations.
- Staff effectively settle children in, promoting their emotional well-being. They enhance children's enjoyment by actively engaging in activities.
- Children are happy and clearly at ease because staff create a friendly and relaxed environment. Children eagerly enter and have formed strong friendships. They play well together, speak politely to one another and are kind and helpful.
- Previous actions have been successfully addressed because of good self-evaluation and targeted action plans. Everyone contributes, so there is a shared commitment to improvement.
- Staff work closely with parents and the host school. This promotes a shared and consistent approach for children.

It is not yet outstanding because:

- Staff do not consistently foster children's self-esteem and confidence because some individual reward systems, do not always promote fairness for all children.
- Some routines are not flexible enough to maximise children's opportunities to make choices.

What the setting needs to do to improve further

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

- review how individual reward systems are used, so that all children have the same opportunity to positively benefit from these, in order to consistently foster their self-esteem and confidence
- review how routines and activities are organised, so that children have greater freedom to choose indoor or outdoor activities and decide when to have their snack, so that their play is less interrupted and their ability to make choices is enhanced.

Inspection activities

- The inspector observed care routines in the hall and activities taking place outside.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager.
- The inspector looked at children's records and checked evidence of the suitability and the qualifications of staff working with children.
- The inspector also sampled a range of other documentation, viewed the club's action plans and questionnaires completed by parents and children, and took into account the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Inspection findings

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

There are some good opportunities for children to contribute to making decisions. This helps them develop a strong sense of ownership and reinforces skills for learning at school. Children share their suggestions and help plan craft activities and daily snacks from healthy options, listed on a laminated chart. They can also readily select toys, if playing indoors, by accessing a well organised and equipped resource cupboard. However, routines are not always flexible enough to maximise children's self-choice. For example, on arrival, all children have to sit down together for a discussion and to have snack. Although this is a sociable occasion, it does take some time due to the large group of children, minimising opportunities for children to play. Furthermore, there is no option for indoor or outdoor play after snack, to suit children's preferences. Staff are enthusiastic and they motivate children by taking part in ball games, for instance. They support children's developing confidence in skills, such as climbing to the top of physical apparatus. Children delight in the praise they receive for this.

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

Staff use reward systems to encourage positive behaviours and acknowledge achievements. Children are given certificates and can earn weekly team points that result in a group treat. Children clearly enjoy receiving these. However, the fairness of the 'Bob the bear' individual reward system has not been given enough consideration. Consequently, not all children have the same opportunity to enjoy taking the bear home and share his adventures, recorded in a diary, when they return him. Staff promote children's physical well-being and understanding of healthy lifestyles through effective hygiene practices and interesting activities. For example, children create paper-plate food collages and fruit art. Staff reflect these, and other related activities, on the 'Healthy Me' display, helping children to recall and reflect on their learning.

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

As a result of their increased understanding, the committee now fulfil their responsibilities in meeting the Early Years Foundation Stage requirements. Children receive good levels of support due to increased adult-to-child ratios. They also benefit from all staff being qualified and having training plans, which promotes continued professional development. Questionnaires for children and parents help inform the service and suggestions for toys, for instance, are acted upon. Feedback is very complimentary. Parents take home their child's learning diary. Both parents and the Reception teacher add to this, and staff support any targeted learning. Parents receive good quality information during the school's open evening for new starters and they receive regular newsletters. Children add their jokes, stories, poems or pictures via the 'Children's Page'. There are clear safeguarding procedures in place and staff provide a safe and secure environment. Staff sit in different areas outdoors, communicate using radios and children help to risk assess their environment through a photographic checklist.

Setting details

Unique reference number	303827
Local authority	Calderdale
Inspection number	1006397
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	35
Number of children on roll	52
Name of provider	St Mary's Out of School Club Committee
Date of previous inspection	4 February 2015
Telephone number	07765 263198

St Mary's Out of School Club was established in 1991 and is run by a voluntary committee. The club employs five members of childcare staff. Of these, all staff hold appropriate early years qualifications; one is at level 2 and four are at level 3. The club opens from Monday to Friday, during term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.55pm. The setting solely accommodates the children of the host school.

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