

Our Lady of the Assumption After School Club



Our Lady of the Assumption RC Primary School, Common Edge Road, Blackpool, Lancashire, FY4 5DF

Inspection date	9 October 2015
Previous inspection date	6 October 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
		Previous inspection:	Good
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not ensure that all the requirements of the Early Years Foundation Stage are implemented. They do not have robust systems to ensure practitioners are aware of their duty to notify managers of any changes which would make them unsuitable to work with children. Self-evaluation is not yet robust in accurately identifying and acting on areas to improve.
- Practitioners are unclear what the purpose of the key-person system is, who is performing that role and how to build beneficial relationships with the child and parents. The systems used to communicate with children and parents are ineffective, and parents are unsure of who their child's key person is.

It has the following strengths

- Children are consulted and contribute towards the planning of activities and purchasing of equipment, enabling them to follow their interests and promote their independence. Therefore, children of all ages and stages of development enjoy their time at the club.
- Children are relaxed, kind and supportive of each other. They formulate their own club rules, and practitioners, when necessary, gently remind them about acceptable behaviour. Therefore, there is an atmosphere of mutual respect and trust.

What the setting needs to do to improve further

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

	Due Date
■ implement effective systems to ensure all practitioners are aware of their duty to notify managers of any changes which would make them unsuitable to work with children	06/11/2015
■ ensure every child is assigned a key person and effective communications systems are implemented so that children, parents and practitioners are clear about who performs the role and its purpose of tailoring every child's care to meet their individual needs.	06/11/2015

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

- develop the use of self-evaluation and reflective practice to identify the club's strengths and weaknesses, in order to inform identified priorities and foster a culture of continuous improvement.

Inspection activities

- The inspector observed activities in the playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the setting.
- The inspector checked evidence of the suitability of practitioners working with children.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Jacqueline Midgley

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers do not demonstrate a robust knowledge and understanding of how to implement and review all the requirements of the Early Years Foundation Stage. Although managers have effective systems for the recruitment and vetting of practitioners, they have not implemented procedures to thoroughly check their continued suitability. As a result, not all practitioners are made aware of their responsibility to report any changes which would make them unsuitable to work with children. All practitioners have a good understanding of child protection and the procedure to follow should they have concerns regarding a child's safety. Effective systems for the supervision of practitioners working in the club ensure that their training and development needs are mostly well met. As a result, practitioners meet the needs of children by providing interesting and enjoyable learning experiences. However, self-evaluation is not used effectively to ensure all legal requirements are always met, and to accurately identify the club's achievements or ongoing areas for future development. For example, managers had failed to identify the failures in the key-person system. Partnership with parents are mostly very good, and they speak very highly of the care given to their children and the fun and engaging activities offered. However, information regarding the key-person system is not always communicated well to parents.

Quality of teaching, learning and assessment is good

Most practitioners hold relevant qualifications and use their training well to help children relax after a busy school day and initiate their own play. Children are motivated, occupied and interested in the diverse activities and experiences available for them to choose from. The indoor and outdoor environment is well organised and children can easily access a wide selection of resources. The manager communicates well and obtains clear information from school teachers about the focus of children's learning and development. This means she obtains a clear picture of each child's capabilities to complement the learning that they achieve at school. Children are happy and settled because practitioners skilfully interact with them. They value children's contributions and, therefore, children of all ages enjoy themselves at the club and make good progress.

Personal development, behaviour and welfare require improvement

All practitioners are relaxed and engaging. They generally establish warm, friendly and relaxed relationships with children. However, the club does not have a robust key-person system. Therefore, there is not a clearly identified practitioner who effectively tailors each child's care to meet their individual needs and to build beneficial relationships. Consequently, practitioners, children and parents are unclear as to who is performing that role. However, as all practitioners work as a team to support the children, and the manager knows the children well, this does not have a significant impact on the children. Therefore, children are confident, self-motivated and emotionally supported through reasonable care practices. Children's good health is supported as they are provided with breakfast in the morning and healthy snacks after school. Therefore, they are well prepared for their learning in school. All practitioners have undergone training to respond appropriately to medical emergencies, in order to keep children safe and well.

Setting details

Unique reference number	EY301807
Local authority	Blackpool
Inspection number	856517
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	76
Name of provider	Our Lady of the Assumption After School Club Committee
Date of previous inspection	6 October 2010
Telephone number	01253 762833

Our Lady of the Assumption After School Club was registered in 2005. The club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications between levels 3 to 5. The club opens from Monday to Friday during term time only. Sessions are from 7.45am to 8.45am and 3.30pm to 5.30pm.

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