

Whitechapel Out Of School Club

Church Lane, Whitechapel, Preston, Lancashire, PR3 2EP



Inspection date	25 January 2016
Previous inspection date	13 January 2012

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a range of activities that support children's interests and complement their learning at school.
- Disabled children and those with special educational needs are particularly well supported as staff plan and make appropriate adjustments to meet their needs. Staff also communicate with school staff and parents regularly to monitor children's well-being.
- Partnerships with the parents are good and parental feedback is very positive. They state that they value the service the club offers to them and their children.
- Children have fun and they enjoy themselves at the club. They play well together and make friendships across the different age groups. Older children demonstrate caring attitudes towards the younger children and are positive role models.
- Staff provide a calm, welcoming environment where children form good relationships and attachments. Children respond to the staff's warm and caring approach which effectively promotes their self-esteem and emotional well-being.
- Information is shared effectively between the school and parents and is used to help support children's needs.

It is not yet outstanding because:

- The monitoring procedures for staff are not yet fully focused on enhancing the quality of practice.
- Sometimes, staff do not give children time to think or develop their skills further during child-initiated play.

What the setting needs to do to improve further

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

- enhance systems to monitor staff performance and include regular feedback about how to extend the already good interactions with children
- strengthen opportunities for children to learn from activities they have chosen themselves, without interruptions from staff directing play.

Inspection activities

- The inspector viewed the areas of the premises used by the club.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector looked at relevant documentation related to the provision of children's welfare and activities, along with evidence of the suitability of those working on the premises.
- The inspector and the provider discussed how continuous improvement is maintained. The inspector spoke to staff as appropriate.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Michelle Britch

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well together to provide a secure environment. Generally, supervision helps staff share information and assess the quality of the children's play-based experiences. Staff have opportunities to attend training offered by the host school including safeguarding and first aid. The arrangements for safeguarding are effective. The manager and staff are aware of the policies and procedures to follow if they have any concerns about children's welfare. Staff supervise children closely at all times. The club has positive links with the school and recognises the benefits of working in partnership with the children's teachers. Some staff who work in the club also work within the school. This helps ensure there is a two-way flow of information and continuity for children. Children of all ages are enthusiastic to share their views and they explain that staff support them to have fun. The management team seeks parents' feedback to support the club's self-evaluation and continuous improvement. Staff build strong relationships with parents and parents feel listened to.

Quality of teaching, learning and assessment is good

Managers and staff build effective partnerships with school staff and parents. They use documents provided by both the school and parents to support children's specific needs. The setting is well organised and resourced, with a range of exciting and interesting equipment which is easily accessible to children. Children display high levels of confidence and motivation. They choose what they want to do and they concentrate for long periods. Staff explain the rules of games systematically for younger children to understand. Staff ask children suitable questions and speak clearly; this helps children to gain confidence to join in conversations. Activities support children's independent play as well as group play with staff or their peers. There are quiet spaces for children to relax and opportunities for them to be creative in the arts and craft area. Staff work alongside school projects, for example, continuing the castles topic to help consolidate the children's learning experiences.

Personal development, behaviour and welfare are good

Children settle quickly on arrival at the club and they are greeted warmly. Staff talk to the children about their day at school and ask them about what they would like to do in the club. There is a good atmosphere in the club and children show in their play that they feel secure and well cared for. Children have opportunities to develop their physical skills and know what to do to keep themselves safe. They engage in a discussion about how to respond to a fire alarm and the benefits of healthy care practices. Children have opportunities to interact with others of varying ages. This helps them to develop positive relationships with others and complements the social skills encouraged at school. Staff remind children of behavioural expectations and they praise their good efforts. Mealtimes are social occasions, where children establish healthy eating habits and routines. There are effective strategies to help children develop independence skills. For example, children make their own sandwiches and pour their own drinks.

Setting details

Unique reference number	EY278588
Local authority	Lancashire
Inspection number	872802
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	16
Number of children on roll	9
Name of provider	Whitechapel Out of School Club Committee
Date of previous inspection	13 January 2012
Telephone number	01995 640 364

Whitechapel Out Of School Club was registered in 2004. The club employs two members of childcare staff. One staff member is qualified at level 3. The club opens from Monday to Friday during term time. Sessions are from 7.45am to 8.45am and 3.30pm to 5.30pm. The club supports disabled children and those with special educational needs.

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