

St Mary's Breakfast And After School Club

St. Mary's Primary School, Burkitt Road, WOODBRIDGE, Suffolk, IP12 4JJ



Inspection date

28 January 2016

Previous inspection date

6 September 2011

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

- Children clearly enjoy their time at the setting. They make choices about what they want to do from the broad range of resources and activities available.
- Staff establish warm and caring relationships with children, which helps to support their emotional well-being. Staff have implemented a buddy system, ensuring that younger children are consistently supported. Children feel secure and develop friendships with other children of all ages.
- Staff build effective partnerships with parents. Parents speak highly of the care their children receive.
- Partnerships with the host playgroup are good. Staff have developed effective methods to share information, which helps to support continuity of care and learning for the younger children.
- Leaders and managers demonstrate a strong commitment to the continuous improvement of the setting and ensure good outcomes for children. Staff are proactive in requesting children's and parents' views. Their feedback is valued and responded to positively.

It is not yet outstanding because:

- A fully effective flow of information between the setting and the host primary school is not yet established to fully support older children's care and learning.
- There is capacity to extend the staff supervision arrangements to improve the quality of the provision even further.

What the setting needs to do to improve further

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

- develop effective systems for sharing information with the host primary school, so that older children benefit from greater consistency in their care and learning experiences
- provide further opportunities for staff to use supervision sessions to reflect even more on their practice and encourage them to share the very best practice consistently, in order to raise the quality of the provision even further.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation, risk assessments and policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their role in protecting children from harm. They are aware of the procedures to follow should they have any concerns about the children in their care. Staff have a thorough set of policies and procedures to support their good practice. These are updated regularly and shared with parents. Children attend regularly. There are good arrangements for monitoring their attendance. Leaders and managers follow thorough recruitment and induction procedures to ensure that all staff are suitable for their role. Staff conduct robust risk assessments of the premises and outings. They check the indoor and outdoor environment daily. This helps to effectively promote children's safety.

Quality of teaching, learning and assessment is good

Staff provide children with a welcoming environment. They get to know the children well through regular observations and have a good understanding of how they learn through play. Staff provide a good range of resources and activities, both indoors and outside, that is matched to children's individual needs. Children have good opportunities for exercise and fresh air in the outdoor play area. They develop their physical skills and play active games together. Children develop good imagination skills. They are very creative and thoroughly enjoy making things from a variety of materials. Staff are skilled at asking effective questions to challenge and develop children's thinking. They take every opportunity to reinforce mathematical language and skills as children take part in adult-led activities. Older children display high levels of motivation and engagement as they build models with construction bricks. Children work together to create their own stories, using materials, such as paper plates, as props. Staff praise children for their efforts. This helps to develop children's self-confidence. Staff talk to parents about what children have been doing in the setting and parents value this information.

Personal development, behaviour and welfare are good

Staff collect essential information about the children from all parents, such as allergies or medical needs, to promote their health and safety. They also encourage parents to provide information about their children's interests when they first start at the setting. This helps staff to promptly support children as they settle in. Staff cheerfully greet children on collection from school. Children are familiar with the consistent routines, which helps to support their emotional well-being. On arrival, they hang up their belongings, before going to an activity of their choice. Children readily go to staff for support. Staff are good role models. They remind children of the setting's rules so that they are always aware of what is expected of them. Children behave well and know right from wrong. They have positive relationships with staff and each other. Children follow good hygiene routines and enjoy sociable snack and mealtimes. Staff supervise children at all times and fully understand how to keep children safe. Children regularly practise the emergency evacuation drill and wear high-visibility jackets when on outings. Staff record any accidents that occur and inform parents appropriately.

Setting details

Unique reference number	EY422011
Local authority	Suffolk
Inspection number	852282
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	2 - 11
Total number of places	26
Number of children on roll	50
Name of provider	Detapak Ltd
Date of previous inspection	6 September 2011
Telephone number	01394 610220

St Mary's Breakfast And After School Club was registered in 2011. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The setting opens from Monday to Friday during term time. Sessions are from 7.50am until 8.50am and from 3.30pm until 6pm.

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