

# Hollybrook Schools Out @ St Paul's



St. Pauls C of E School, Railway Road, Adlington, CHORLEY, Lancashire, PR6 9QZ

<b>Inspection date</b>	18 March 2016
Previous inspection date	22 January 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- All staff have a good understanding of how children learn. They use this knowledge to plan a wide range of activities and experiences for children. Children are motivated and eager to play and learn.
- Children are encouraged to develop their communication and language. Staff use a wide range of questioning techniques to extend their vocabulary. They give children plenty of time to think and respond. This develops their listening and critical-thinking skills even further.
- Partnerships with parents are good. Staff make good use of daily diaries, displays and newsletters to keep them informed of their child's care and achievements in the club. Additionally, there are effective systems in place to ensure messages between parents and teachers are appropriately shared.
- The management team demonstrates a strong commitment to continuous improvement. They seek the views of parents and children in their self-evaluation and use this information to identify and make improvements. Actions raised at the previous inspection have been effectively addressed.

### It is not yet outstanding because:

- Staff do not always encourage children enough to try to do things for themselves.
- Staff do not maximise opportunities for sharing regular information about children's ongoing achievements with the schools they attend.

## What the setting needs to do to improve further

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

- strengthen partnerships with the schools children attend to continually share information about children's achievements and use this information to complement the activities they undertake in the club even further
- provide even more opportunities for children to do things for themselves and develop their self-help skills even further.

### Inspection activities

- The inspector toured the setting and observed activities in the classroom and the outdoor learning environment.
- The inspector spoke to the staff and children at appropriate times during the inspection. The inspector held a meeting with the club manager who is also the provider. She looked at relevant documentation, such as the clubs policies and procedures, risk assessments, self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Good recruitment and vetting procedures help to ensure that staff are suitable for their roles. All staff are aware of the procedures for reporting concerns or allegations. Clear policies, procedures and risk assessments are in place. These are reviewed regularly and understood by all staff. Staff undertake daily checks of the premises and equipment to ensure they are safe before children enter. The manager has used her experience and knowledge of good practice to make changes which have continued to enhance the quality of experiences children receive at the club. Overall, partnerships with the host school and neighbouring schools are good. Staff attend and contribute towards events held in schools, such as open evenings, charity events and games nights. This promotes positive relationships and consistency of care for children and parents.

### **Quality of teaching, learning and assessment is good**

Staff at the setting are very experienced and well qualified. They encourage children to make decisions about their play. Children excitedly enter the club and are greeted by enthusiastic staff who engage well with children. Staff listen to their requests and ask them lots of questions about what they want to play with. Children enjoy playing games outdoors. Staff encourage them to work as a team. Children enjoy participating in many different physical activities and games, such as tennis, football and hopscotch. Staff support children to negotiate the rules and use equipment safely. They regularly review the activities provided at the club and ensure these are safe, suitable and age-appropriate. Younger children develop their writing skills and creative skills as they draw and design at the craft table. Staff encourage children to write their own names on pieces of their work and use letter sounds to help them with spelling. They encourage children to count during activities. Additionally, they discuss concepts, such as speed, shape and direction to help children's precision as the ball blows in the wind when they are playing tennis. As a result, children's understanding of these concepts is extended.

### **Personal development, behaviour and welfare are good**

Children are valued, made to feel welcome and display high levels of confidence and self-esteem. Food items and menus are regularly adapted to reflect the preferences of children and parents. Food is freshly prepared each day and is nutritionally balanced. Children particularly enjoy menu specials, such as Pie Friday. They have access to milk, water and sugar-free squash. Staff are good role models and treat children with fairness and respect. Children behave very well and show care and concern for one another. For example, outdoors, older children explain to younger children the rules for the Easter egg hunt. Inside, they show them how to use the pool cues safely. Children play cooperatively and have good social skills. They enjoy helping staff with tasks, such as tidying up and setting out resources, giving them a sense of responsibility. Children have a good understanding of hygiene practices. They wash and dry their own hands at appropriate times, such as after using the toilet and before eating.

## Setting details

<b>Unique reference number</b>	EY449558
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1041603
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Susan Diane Jolly
<b>Date of previous inspection</b>	22 January 2014
<b>Telephone number</b>	01257 480 276

Hollybrook Schools Out @ St Paul's was registered in 2012. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm.

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