

# Percy After School Club

St. Andrews C of E VA Primary School, Northampton Street, Bath, BA1 2SN



<b>Inspection date</b>	26 April 2016
Previous inspection date	19 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 the interactions between staff and children is good. Children are motivated and enthusiastic in their play. Children develop a love of learning which complements their time at school. They focus well and become involved in the activities on offer.
- Children are kind and considerate. They behave well and use well-developed social skills. Staff understand children's interests and plan an interesting range of activities. This is an improvement since the last inspection.
- Children who have special educational needs flourish with the well-considered support they receive. The manager has developed a strong relationship with the feeder school and shares information effectively. All children benefit from a shared approach to their needs.
- Staff engage in well-considered training programmes that are identified in direct response to children's needs. This has a positive impact on the development of the setting. For example, staff have attended playworker training and have improved the level of resourcing available to children as a direct consequence.

### It is not yet outstanding because:

- At times, staff do not support children fully to develop their self-help skills, to encourage their independence further.
- Children do not always benefit from a wide range of media and materials to explore and investigate using their senses.

## What the setting needs to do to improve further

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

- help children to develop further their independence and skills in managing tasks for themselves
- develop further opportunities for children to investigate and experiment using their senses, to satisfy their curious and exploratory nature.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke with parents and children, and considered their views.
- The inspector observed staff interactions with children inside and outside.
- The inspector looked at a sample of documentation, including the safeguarding policy and staff qualifications.
- The inspector conducted a leadership and management meeting with the manager.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff understand safeguarding procedures and child protection issues fully. The management team uses robust recruitment procedures to ensure staff suitability for their role. The manager implements robust systems to monitor and develop staff expertise to benefit children. Staff plan carefully and take inspiration from children's interests and play. For example, children enjoy skipping and staff encouraged them to skip together and sing songs. Children really enjoyed the game, laughing and helping each other as they played. Staff provide an environment where all children are valued, included and well cared for.

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

Staff play with children in a positive and motivated way. For example, staff supported children well as they developed an egg and spoon obstacle course in the garden. Staff help children to develop new skills. For example, children made model houses with a range of creative materials, and staff helped them to think about the best way to make a roof. Staff are good at supporting children's interests. For example, children enjoy doing handstands and staff help children to turn this into an enjoyable competition. Children take part in a variety of outdoor activities and get lots of fresh air. For example, they play skittles, blow bubbles and make paper aeroplanes in the garden. Children are settled and busy, and always behave well.

### Personal development, behaviour and welfare are good

Children develop their understanding of how to stay healthy. They eat a range of foods at snack time and enjoy regular play outside. They have the opportunity to sit quietly and rest after a busy day at school. These are improvements since the last inspection. Staff treat children with real kindness and consideration. Children have built very firm emotional attachments with staff, which help them to feel secure and happy. For example, children laughed with staff outside as they tried to catch bubbles and counted how many they managed to pop. Children choose where they would like to play and they work well together. For example, children make models together using small construction resources and helped each other to solve problems. Partnerships with parents are effective; parents are kept well informed and share information with staff on a daily basis.

## Setting details

<b>Unique reference number</b>	EY402875
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1033741
<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 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Percy Community Centre
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	07468 438984, 01225 423014

Percy After School Club re-registered in 2009. It operates from a classroom within St Andrews C of E VA Primary School, in the centre of Bath. The club is open Monday to Friday from 3pm to 6pm, during term time only. The club employs five staff; all hold relevant childcare qualifications at level 2 or above, and one staff member holds Qualified Teacher Status.

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