

# St Pauls OOSC

St. Pauls Catholic Primary School, Turner Lane, HYDE, Cheshire, SK14 4AG



<b>Inspection date</b>	20 May 2016
Previous inspection date	7 October 2013

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

- Many positive changes have been implemented following the last inspection. The providers are ambitious and committed to continuing to raise the good quality provision. They seek feedback from children, parents and staff to drive forward improvements.
- Staff are well qualified and use their skills to provide a variety of appealing activities, engaging and motivating children of all ages. Good quality toys and equipment are readily available to excite and entice children, keeping them interested after their day at school.
- An effective key-person system helps to support children's emotional security. Children develop close relationships with friendly and caring staff, helping them to settle quickly. All children have fun and demonstrate a strong sense of belonging in the warm and welcoming environment.
- Staff are very positive role models, contributing towards children's excellent behaviour. Older children and younger children play cooperatively together. They are polite, considerate and learn to respect themselves and others.

### It is not yet outstanding because:

- Staff do not always gather detailed information from parents about children's interests and achievements at home, to allow them to plan complementary activities.
- Although staff attend mandatory training, the programme for staff development is not yet specifically targeted to enhance practice to an outstanding level.

## What the setting needs to do to improve further

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

- strengthen arrangements to gather information from parents about children's individual skills and interests, to provide more complementary activities
- strengthen the programme for professional development, to further enhance staff skills and knowledge.

### Inspection activities

- The inspector viewed all areas of the setting, observed play and learning opportunities for children and spoke to the providers, staff and children at appropriate times.
- The inspector completed an evaluation of teaching with one of the providers.
- The inspector looked at relevant documentation, discussed the setting's self-evaluation and action plans, policies and procedures and checked evidence of staff suitability.
- The inspector took account of the views of a selection of parents through discussion and written documentation.

### Inspector

Layla Louise Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Staff ensure that children's safety is a priority. They effectively supervise children and complete daily checks of the environment to identify and minimise any potential hazards. This helps to protect children's welfare. The arrangements for safeguarding are effective. Staff understand child protection procedures and are aware of how to report any concerns about a child in their care. Recruitment procedures are robust, helping to ensure that staff are suitable to work with children. Staff benefit from supervision sessions from the providers and staff work closely together to share ideas and suggestions. This helps them provide good quality experiences for children. Staff work in partnership with teachers in the host school. They gather useful information about children's current learning and school themes. Staff use this information well to plan activities and provide experiences, complementing what children learn in school.

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

The lively and stimulating environment is set out well. Children select freely from a variety of good quality toys and equipment. Children concentrate for long periods of time as they make their own pizzas, choosing from a range of toppings during a planned activity. Staff encourage children to discuss the toppings, introduce new foods and engage children in purposeful discussions. Staff skilfully promote mathematical language. They ask children to describe the pizza and encourage them to talk about shapes and size. Children explore their senses as they smell, taste and touch the pizza. They enjoy pretend play in the well-resourced role play area, helping their imagination and creativity. Children draw and paint pictures which staff display to acknowledge their hard work and award prizes to celebrate children's achievements. Children often relax by selecting a film to watch or rest in a comfortable area after their school day. Staff support children with homework which reinforces what they are learning in school.

### Personal development, behaviour and welfare are good

Staff place great emphasis on providing an inclusive setting. Children's views are actively sought. They are fully included in decision making and have many opportunities to make independent choices. This contributes towards their high levels of self-esteem and confidence. Staff collect all children from their classrooms, helping them to move from school into the setting with ease. Staff and children play happily together. They delight in running to coloured corners during a group game outside. Older children spell words correctly to help younger children to write letters about their day. Staff reinforce positive hygiene practices and children instinctively know to wash their hands before being involved in the preparation of healthy snacks. Children develop a range of skills which contributes towards their future learning. Outdoor facilities in school are good and children have daily opportunities to be physically active outside, in all weathers.

## Setting details

<b>Unique reference number</b>	EY461539
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1041636
<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>	45
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Victoria Winkley & Amanda Brooks Partnership
<b>Registered person unique reference number</b>	RP900978
<b>Date of previous inspection</b>	7 October 2013
<b>Telephone number</b>	07912580556

St Pauls OOSC was registered in 2013. The setting employs six members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 5, two members of staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The setting is open Monday to Friday, term time only. Sessions are from 7.30am to 9am, midday to 3pm and 3.15pm to 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

