

Schools Out St Ives

One Leisure St Ives Indoor, Westwood Road, St Ives, Cambridgeshire, PE27 6WU



Inspection date

24 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not implemented a key-person system. This has an impact on how staff build relationships with parents and their children.
- Staff do not seek sufficient initial information from parents about what children know and can do, or their likes and preferences. As a result, staff are not able to be sure they are fully meeting the individual needs of children when they first attend.
- Staff interactions with children during some sports activities are not always consistently strong enough to inspire children to get fully involved.

It has the following strengths

- Children take part in a wide range of activities and also have the opportunity to relax in the club's base room as they choose.
- Children's safety is of the utmost importance. Staff are vigilant in implementing robust procedures to ensure children's safety is maintained as they move around the wider leisure centre to access various activities.
- Children's understanding of a healthy lifestyle is supported well. They have ample opportunities to be physically active and are encouraged to make healthy food choices.
- The manager and staff work effectively as a team. They deliver consistent messages to children about the expectations of positive behaviour. This helps children to learn about fair boundaries and how to interact respectfully with others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- implement a key-person system to ensure that children's emotional well-being and individual needs are appropriately supported. 02/09/2016

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

- gather more detailed information from parents when children first start, in order to gain a secure understanding of the needs, abilities and interests of children
- strengthen the consistency of interactions between staff and children so that children are more inspired to get the most from activities.

Inspection activities

- The inspector looked at the premises and the resources available to children. She observed activities taking place and talked with the staff and children at appropriate times.
- The inspector observed and evaluated activities taking place with members of the management team.
- The inspector held a meeting with the management team. A range of documentation was looked at, including staff suitability and training records, some policies and procedures and children's records.
- The inspector spoke to a small number of parents during the inspection and looked at the results of parental surveys to gain their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management requires improvement

Leadership and management are not fully effective in ensuring that all requirements are fully understood and implemented. The manager has failed to ensure that children are assigned a key person, as a result, not all staff are clear about the needs of new children attending the club. The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse. They are confident about how to record and report concerns regarding a child's welfare. Vigilant staff and regular risk assessments ensure children's safety. Staff are supported to develop their practice through effective induction procedures, regular team meetings and informal discussions. Up-to-date training in safeguarding and first aid helps staff to provide appropriate care for children. Parents' and children's views are sought at the end of each holiday period and developments are considered in response to their feedback.

Quality of teaching, learning and assessment is good

Children arrive in good spirits and have an enjoyable time at the club. They have multiple opportunities to take part in a wide range of sporting activities across the day. In the base room there are opportunities for den building, arts and crafts or playing with cars and trains. Children move around freely in this area, making choices about their play from a range of well-organised resources. Staff help children to learn new card games, encouraging them to add up the value of their cards and to work out if they should stick or twist. Children work well together, ensuring younger ones are supported and everyone gets their turn. Children have opportunities to be creative as they play with glue and tissue paper or draw pictures. Some staff are qualified swimming teachers and support children to learn to swim and develop their swimming techniques. Staff are enthusiastic and engage with children in supportive ways. However, occasionally their interactions with children are not as strong. For example, during a bowling activity they miss opportunities to help children to fully understand the game and to get the most from the activity.

Personal development, behaviour and welfare require improvement

Children in general develop secure bonds with staff. However, less is known about the needs and capabilities of children who have just started at the club, as parents are not asked to provide this information. Children behave well and older children play harmoniously with younger ones. They show caring attitudes towards one another as they help each other with games and activities. Children are polite and can often be heard saying please and thank you. They naturally share and take turns. Children have many opportunities to be physically active across the day. They take part in team games, such as quick cricket, capture the flag and football. Activities, such as bouncy castles, roller skating and assault courses, complement the range of experiences children enjoy. Children have daily opportunities to play outside. Staff talk regularly with children about how to keep themselves safe as they move through the leisure centre building. Children understand and observe the setting's rules which ensure their continued safety, such as lining up in accordance with their swimming abilities before they access the pool. Children are developing independence as they change for swimming and learn where to put their belongings.

Setting details

Unique reference number	EY484213
Local authority	Cambridgeshire
Inspection number	999015
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	45
Number of children on roll	120
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Date of previous inspection	Not applicable
Telephone number	07541225614

Schools Out St Ives was registered in 2014. The club employs nine members of childcare staff. Of these, four hold appropriate early years or Playwork Qualifications at level 3 and above. The club opens from Monday to Friday during school holidays only. Sessions are from 8am until 6pm.

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