

St Catherines Out Of School Club

St. Catherines RC Primary School, Moss Lane, LEYLAND, PR25 4SJ



Inspection date

7 October 2016

Previous inspection date

17 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff liaise with school teachers to better tailor experiences for children and meet their precise needs. They offer appropriate levels of support and challenge and children show high levels of engagement.
- Children are encouraged to voice their views and opinions in a variety of ways. Staff listen to them and make adjustments to provide experiences that ignite their curiosity.
- Children are very well behaved. Staff have high expectations, consistent with the school ethos. They are good role models and teach children to share and take turns.
- Staff know children remarkably well. The key-person system is highly effective and extends to all ages of children. Strong emotional attachments are in place and children are highly responsive to staff.
- Communication with parents is effective and staff ensure that messages are effectively relayed between parents and school. Parents are kept well informed about children's experiences and they comment that the club is an extension of the school day.
- Links with the school continue to strengthen, including undertaking joint ventures like developing outdoor learning.

It is not yet outstanding because:

- Managers are not yet highly effective in providing a range of opportunities for staff to share their expertise and experience.
- The new procedures for monitoring staff practice are not yet embedded.

What the setting needs to do to improve further

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

- provide even more opportunities for staff to share their expertise and experience with each other
- embed an effective process for monitoring staff performance and focus more precisely on continued professional development.

Inspection activities

- The inspector observed the quality of experiences during activities indoors and outdoors.
- The inspector completed a joint observation with a manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do if they become concerned about a child. Managers and staff are kept up to date with the local authority's procedures to help to keep children safe. Accidents are effectively dealt with by staff who have been appropriately first-aid trained. The manager monitors the occurrence of accidents and makes any adjustments needed to ensure that children remain safe. Children are encouraged to recognise risks and contribute to daily risk assessments. The new management team is passionate about sustaining ongoing improvement. The quality of self-evaluation is good and managers actively gather the views of others, including children, to help them to reflect on their provision. Managers are supported by a committee whose suitability has been effectively checked. Robust recruitment procedures are in place. Clear communication with staff is fundamental to meeting the precise needs of children. For example, comprehensive, up-to-date information is shared with staff during a daily briefing before children arrive. Staff supervision and annual appraisals are in place and managers generally monitor staff practice.

Quality of teaching, learning and assessment is good

Staff plan experiences and arrange routines to complement children's learning in school. Children are supported to read, write and count during their play. Staff work effectively with parents and teachers to meet the needs of children who have special educational needs or disability. The varied skills and experience of the staff team contributes to a broad range of learning experiences for children of all ages. Staff have a sensitive understanding of the needs of young children and they communicate with them well. Staff regularly ask a range of good quality questions to prompt children's thinking skills. They enthuse, engage and motivate children and are skilled in provoking a sense of wonder and awe. For example, children are intrigued by the growth of mushrooms and the changing colours of leaves. Staff collate information about children's experiences and learning. Children's achievements are celebrated in the club and shared with parents and teachers.

Personal development, behaviour and welfare are good

Children's transition from school into the club is welcoming, safe and orderly. Children settle quickly and are extremely relaxed and comfortable at the club. Staff have a very positive and encouraging manner with young children and this encourages their participation. They consistently nurture positive relationships between children of different ages. Older children are very caring and supportive towards younger children. Staff encourage children to take on responsibility appropriate to their age. For example, children follow clear routines and hang their coats and bags up when they arrive. They show a strong desire to do things for themselves. Snack time is a well organised, quality learning experience and children learn about healthy lifestyles. Staff support children's physical skills and empower them to be independent. Children move freely indoors and outdoors, engaging in a range of well prepared, stimulating and varied activities. They are motivated and confident to make their own decisions about what they do and where they play. Children particularly enjoy exercising in the fresh air and their physical well-being is well supported.

Setting details

Unique reference number	EY409691
Local authority	Lancashire
Inspection number	1058421
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	60
Number of children on roll	115
Name of registered person	St Catherines Out Of School Club Committee
Registered person unique reference number	RP910796
Date of previous inspection	17 June 2015
Telephone number	07505 591 422

St Catherines Out Of School Club was registered in 2011. The club employs 10 members of childcare staff. Of these, six hold appropriate qualifications at level 3 or above. The club opens from Monday to Friday during term time only. Sessions are from 8am until 8.50am and 3.15pm until 6pm. The club caters for children who have special educational needs or disability.

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