

School Shuttle Childcare Services @ All Saints

ALL SAINTS C OF E JUNIOR SCHOOL, Devon Street, Bolton, BL4 7PY



Inspection date

8 November 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		Requires improvement	3
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:

- Some of the staff's first-aid certificates have recently expired. While they still know how to respond to an emergency, leaders have not conducted a rigorous assessment of the risks associated with the continued school drop off and collection arrangements.
- Checks made by senior management on the quality of the provision have slipped in frequency. As a result, they are unaware that designated areas of the premises are not able to be consistently used or good quality play opportunities prepared for children in the way that they expect.
- Staff supervision is not consistently used to help staff enhance their skills so they understand how to deliver good quality practice. Additionally, they are not fully supported to attend regular training opportunities.

It has the following strengths

- Children and parents form positive relationships with consistent staff who know them well. They share useful information to support children's health and development.
- Children behave positively. They fully understand routines and what is expected of them. Children use good manners and they cooperate and work together with friends to enhance their play and achieve tasks.
- Staff provide children with interesting activities which help to build on some of their learning in school. Outings in school holidays expand children's experiences.
- Staff communicate sufficiently with teachers in schools to provide some continuity for children.

What the setting needs to do to improve further

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

Due Date

- ensure rigorous risk assessments of school drop off and collection arrangements are carried out, with particular regard to making sure that an adult who holds a current paediatric first-aid certificate is able to respond to emergencies quickly. 10/12/2016

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

- increase the support for staff to attend more training and improve the quality of supervision sessions in order to further develop staff's skills
- consider further ways of making sure the premises are welcoming and are ready for use when children arrive.

Inspection activities

- The inspector observed activities in the allocated classroom and assessed the impact this has on children's enjoyment and development.
- The inspector held a discussion with the manager to assess her evaluation of the quality of activities provided during the session.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation, such as records of children's attendance, risk assessments, training records and evidence of the suitability of staff.
- The inspector spoke to children and a small number of parents during the inspection.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

Senior management checks on the quality of the provision have dipped in frequency. This has led to some weaker elements of practice not being identified. Improvements are, however, beginning. The staff team is consistent and ratios are met. This helps to ensure that, mostly, children are suitably supported. The manager works directly with and communicates well with the staff team. However, supervision is not effective in helping staff really focus on how to individually improve their skills and the quality of children's experiences. Furthermore, staff do not always receive the support they need to attend regular training. This includes considering how to overcome barriers, such as time and financial implications. Some staff's first-aid qualifications have recently expired. This has been identified and refresher training has already been booked for them. However, these staff continue to be responsible for taking children to, and collecting them from, a range of schools. The risk assessments of the arrangements for school runs have not been reviewed taking account of this change. The arrangements for safeguarding are effective. The provider and the manager understand local child protection procedures. They know what to do if they have any concerns about the welfare of a child or if an allegation is made against staff. Most staff have attended some child protection training about wider issues, such as preventing children being drawn into unsafe situations.

Quality of teaching, learning and assessment requires improvement

Staff collect sufficient information from parents about children's care, learning and development. When necessary, they also link with children's teachers to share information. This helps them identify how to provide some consistent support, for example, agreed strategies to use when children struggle to manage their own behaviour. It also helps staff to plan some activities that reinforce the learning taking place in school. For example, on the day of the inspection staff provided a pretend play post office where children practised writing their names. Staff instinctively reinforce aspects of children's learning as they play. For example, as children explore and exchange character cards, staff encourage them to think hard about the points values and biggest and smallest numbers. During creative activities, staff model how to draw the poppies they are encouraging children to explore and create when discussing Armistice Day. However, the length of time children spend waiting for activities to be set up detracts from the quality of their play experience.

Personal development, behaviour and welfare require improvement

Although the host school is a safe place to play, staff need to carry out their own risk assessments and set up the areas they use once they arrive with the children. This means that children do not always enter to a welcoming environment which is ready for them to use. Staff are consistently deployed to collect children from individual schools and they build friendly, supportive relationships with the children. Children also make friends quickly, including with children from different schools. Younger children learn from the advanced play of the older children. Some less-confident children benefit from emotional support. Children say that they enjoy coming to the club. Staff make regular use of the outside area to enable all children to play in the fresh air. They also build on the sports activity sessions sometimes held in school.

Setting details

Unique reference number	EY478065
Local authority	Bolton
Inspection number	982527
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	40
Name of registered person	School Shuttle Childcare Services Ltd
Registered person unique reference number	RP532784
Date of previous inspection	Not applicable
Telephone number	01204333083

School Shuttle Childcare Services @ All Saints registered in 2014. It is one of four out-of-school settings operated by School Shuttle Childcare Services Ltd. Children are transported to and from a number of local schools to childcare sessions held in designated areas within All Saints Primary School. The setting employs four regular members of childcare staff. The manager holds a suitable early years qualification at level 3. The setting opens from 7.30am to 8.45am and 3.15pm to 6pm, Monday to Friday, during term time.

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