

St. Teresa's After School Club



St Teresas RC Primary School, 23 College Road, Upholland, Lancashire, WN8 0PY

Inspection date	10 November 2016
Previous inspection date	15 March 2016

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

- Children enjoy the time they spend at the club. They say they like the activities on offer and the snacks provided. Parents confirm that staff are very friendly and their children have lots of fun.
- Children of different ages play well together. There is a warm and welcoming atmosphere; staff and children enjoy playful conversations. Children show confidence and are keen to share their thoughts with visitors.
- The manager and her team have developed effective communication with school staff. Staff skilfully complement the learning children receive at school. For example, children continue to learn initial letter sounds, as they help staff to sort out name cards.
- The manager and staff listen to children. Children are encouraged to share their views and opinions in innovative ways. This contributes to children's developing self-esteem, as their ideas are valued.
- Parents comment very positively about the club. They say staff share information well and the service is flexible.

It is not yet outstanding because:

- The manager and staff do not provide enough opportunities to enhance children's understanding of people whose culture or beliefs are different from their own.
- The manager does not rigorously monitor staff performance, in order to enhance staff 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:

- provide children with more opportunities to learn about people in the wider world, whose culture or beliefs are different from their own
- extend the methods used to monitor staff performance so that staff are fully aware of the strengths in their practice and what they could do to raise this to an outstanding level.

Inspection activities

- The inspector observed the quality of practice during activities and assessed the impact this has on children's learning and well-being.
- The inspector completed a joint observation with the after-school club manager.
- The inspector held a meeting with the after-school club manager. She looked at relevant documentation, such as the club's health and safety procedures and evidence of the suitability of staff working in the club.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff and committee members have been appropriately vetted. The manager ensures the club is a safe environment for children through thorough risk assessment. Staff understand how to identify the potential signs of abuse. They know who to contact should they have concerns for a child's safety or well-being. Regular weekly staff meetings help the experienced and well-qualified team to review their practice. Training courses are sourced to support staff to extend their knowledge further. However, the manager does not regularly monitor staff practice to assess the quality of staff's skills. While practice is good, staff are not encouraged to identify how they can raise the standard of this to an outstanding level. The manager and her staff are particularly good at gathering the views of children. For example, children vote to establish a children's committee. The committee meets regularly with the staff team to discuss their ideas or changes they would like to make.

Quality of teaching, learning and assessment is good

Children have daily opportunities to play with a range of resources at the club which allows them to refine the skills they learn at school. For example, children manipulate playdough and carefully paint leaves for printing. These activities contribute to children's ability to hold a pencil for writing. Children become absorbed in their activities and show concentration. Staff encourage children to do things for themselves and wait before offering help. This helps children to keep trying and feel a sense of achievement when they succeed. The manager and her team plan exciting activities for children which are fun and extend their learning. Children learn about shapes, outer space and endangered animals. However, planned activities rarely include those which help children to learn about people in the wider world. Consequently, children learn less about the cultures and beliefs of others.

Personal development, behaviour and welfare are good

Children behave very well at the club. Visual reminders encourage children to be kind and helpful. They happily help staff with tasks, such as preparing for snack or tidying up. Relationships between staff and children are strong. Children visit the club before enrolment to help them settle in. Older children are prepared for the move to their next school when they are given extra responsibility to help with tasks. All children show growing independence. The calm and friendly atmosphere helps children relax after their school day. Children can choose to play indoors or outside, even in inclement weather. There are cosy places to sit and read a book and enough space to dance and sing. The choice of resources offered means that all children are happily engaged in play. Recently, children have been consulted about the snacks on offer. Children were asked to identify their favourite fruits. The manager and staff changed the routine at snack time. Children now eat a much wider variety of fruit in addition to their hot snack. Children's well-being is a high priority for staff. They are sensitive to individual children's needs and gently remind children to play safely.

Setting details

Unique reference number	EY332947
Local authority	Lancashire
Inspection number	1058300
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	40
Number of children on roll	80
Name of registered person	St Teresa's After School Club Committee
Registered person unique reference number	RP908436
Date of previous inspection	15 March 2016
Telephone number	077661 50134

St. Teresa's After School Club was registered in 2006 and is managed by a voluntary committee. The club employs six members of childcare staff. Of these, five staff members hold appropriate early years qualifications at levels 2 to 3. One member of staff holds qualified teacher status. The club opens from Monday to Friday, term time only. Sessions are from 3.15pm to 6pm.

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