

# St Mary's Out of School club

School House, School Lane, Askham Richard, YORK, YO23 3PD



## Inspection date

15 November 2016

Previous inspection date

17 March 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

- The manager and committee have successfully addressed the action and recommendations raised at the previous inspection. All committee members have been vetted to ensure their suitability to work with children. This demonstrates a desire to support ongoing improvement.
- Children arrive happy and settle in quickly. Staff provide lots of meaningful praise. This helps to build up children's confidence and self-esteem.
- Staff are good role models, showing respect to each other and managing children's behaviour in a positive way. Children learn to take turns and cooperate with each other.
- Children are engaged in decision making and provide feedback for planning. They also are involved in developing rules for the setting. This helps children to understand why safety systems are needed and to follow rules well.

### It is not yet outstanding because:

- Supervision sessions for staff are in their infancy and do not focus enough on supporting staff to further their skills.
- Links with the host school have not been fully developed. Staff do not identify ways in which to complement children's interests in school. This means that continuity in children's play experiences is not fully promoted.
- The evaluation and monitoring processes do not yet identify all weaknesses in the provision.

## What the setting needs to do to improve further

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

- enhance supervision arrangements that provide the manager and staff with a clear programme of support
- develop effective strategies to share information with the host school to enhance continuity in children's experiences
- develop self-evaluation and monitoring processes that identify weaknesses and raise the quality of the provision.

### Inspection activities

- The inspector observed children engaging in activities in the indoor and outdoor environments.
- The inspector spoke to the manager, registered provider, staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including a sample of policies and procedures, risk assessments and children's records. She also viewed evidence of the suitability of committee members and staff working in the club.
- The inspector discussed the arrangements for self-evaluation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of the likely indicators of child abuse. They are familiar with the procedures to follow if they have concerns about a child. In addition, there are thorough systems in place for recruitment to ensure staff are fully suitable for their roles and responsibilities. Policies and procedures are evident in practice. These help staff to provide a well-managed club which meets the needs of the children and families who use it. Ratios are maintained and the premises are secure to ensure children are unable to leave unsupervised. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide treatment in the event of an accident or incident. Partnerships with parents are positive and they speak highly of the care their children receive.

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

The effective key-person system helps to keep parents informed of their children's experiences at the club. The experienced staff gather information from parents regarding their children's likes, dislikes and interests before they start. Staff use this information to help children settle in and to ensure their needs are met. Staff are aware of how to support children's development through fun and enjoyable activities. For example, they engage in role play based on their own first-hand experiences. Younger children eagerly make 'conker soup' in the mud kitchen. Staff ask questions, such as, 'I wonder?' and, 'How did that happen?' Children enjoy making greetings cards using a selection of different materials, such as coloured pens. This also helps develop their early writing skills and to prepare them for future learning at school. Staff build on children's language skills. They join in with the activities, introducing new words and encouraging children to listen to instructions. Older children happily play alongside younger children and include them in their games and discussions. For example, when they play cooperatively on the games console.

### Personal development, behaviour and welfare are good

Staff create a friendly and relaxed atmosphere where children feel welcome. This helps to support children's emotional well-being. Children are familiar with the club's routine and have a thorough understanding of the rules and expectations. Staff ensure that children have a voice and encourage them to share and understand their feelings. They help children to develop resilience when they find tasks tricky. Staff are always close by if children need a helping hand, encouragement or reassurance. Children are supported to lead a healthy lifestyle. Mealtimes are opportunities for children to develop social skills and sit alongside friends of all ages. Children confidently help themselves to a range of healthy snacks and use knives safely to butter their bread. Children enjoy a good variety of physical outdoor activities and get lots of fresh air. For example, they show good coordination as they attempt to throw and catch balls with each other. Staff support children to develop awareness of the similarities and differences between themselves and others. They explore festivals and are provided with opportunities to help promote their understanding of the world around them. For example, children enthusiastically talk about differences in the seasons and the unusual sunset they observed.

## Setting details

<b>Unique reference number</b>	EY330110
<b>Local authority</b>	York
<b>Inspection number</b>	1058291
<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>	24
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	St Mary's Out of School Club Askham Richard Committee
<b>Registered person unique reference number</b>	RP901898
<b>Date of previous inspection</b>	17 March 2015
<b>Telephone number</b>	01904 707 125

St Mary's Out of School club was registered in 2006. The club employs three members of childcare staff, of whom, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during term time and occasionally during school holidays depending on numbers. Sessions are from 7.45am until 8.30am and 3.15pm until 6pm.

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