

St Teresa's Treehouse

St Teresas Rcp School, 5 Macdonald Road, Manchester, M44 5LH



Inspection date

30 January 2017

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:

- Managers have found it difficult to keep pace with the rapid growth in demand for places. On occasion, they have breached legal requirements when they have cared for more children than the space in the designated room allows.
- The way that snack time is organised sometimes disrupts children's play. It does not give them the best opportunities to operate as independently as they can.
- Managers do not use information relating to high-quality practice to help them identify potential weaknesses. They do not consider ways to improve provision to a consistently good level.

It has the following strengths

- Staff share strong, trusting relationships with children. They listen to their views and shape the activities in response to children's ideas and interests. Children enjoy coming to the club.
- Children are very well supervised at all times. Staff safely escort them to the club from their classrooms or extended activities. Children are positively supported to continue to attend after-school activities run by the school.
- Different ages of children play together cooperatively. Younger children look up to older children and learn from their lead. Older children positively support their younger peers with care.

What the setting needs to do to improve further

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

Due Date

- ensure that a minimum net useable space of 2.3 m² is provided for each child over the age of three years in attendance. 27/02/2017

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

- improve the organisation of routine activities to increase children's levels of independence
- strengthen self-evaluation processes and develop awareness of high-quality practice to help identify aspects of the provision that can be further improved.

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector completed a joint observation with the early years lead practitioner.
- The inspector spoke to a number of parents during the inspection and took account of their views. She took account of the views of others using the setting's own feedback questionnaires.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Leaders have a suitable understanding of local child protection procedures. They know what to do should they have any concerns about the welfare of a child in their care. Staff have attended mandatory training, such as paediatric first aid and safeguarding. Recruitment procedures are well organised to include appropriate vetting and a secure induction procedure. Systems to support and develop less qualified and experienced staff are emerging. The provider positively seeks the views of parents and children to help evaluate the effectiveness of the provision. She is a reflective practitioner and continually adapts to try to better meet children's needs. However, she is not considering examples of the best practice to help her consistently deliver high-quality provision, overall. While requirements for space have been occasionally breached due to the need for places, this has not had a significant impact on children's safety. The provider is already in discussions with school leaders to rectify this issue.

Quality of teaching, learning and assessment requires improvement

Mostly, lead staff use their qualifications and experience well. They provide interesting activities which children enjoy. However, occasionally the numbers of children and limited space in the one designated room impact on the quality and continuity of play. Staff prioritise their time to play with the children. They use resources effectively to reinforce children's understanding. For example, well-chosen books and picture labels help children to find out about Chinese New Year. Staff spontaneously help children develop their skills as they support their play. For example, children copy as staff model how to design figures with play dough and follow a repeating pattern with bricks. Staff use fun programs on the interactive whiteboard to help reinforce learning around letters and the sounds they make. Children know that their views are valued. Older children are encouraged and supported to develop enterprising behaviours to help fund some of their activity ideas. During school holidays in particular, staff make good use of outings and visitors to broaden children's experiences.

Personal development, behaviour and welfare require improvement

Children are encouraged to eat healthy breakfasts and after-school snacks. While older children enjoy the responsibility of serving food and drink, this hinders the younger children's independence. After school, children's play is disrupted when they are called to access snack at specific times and when some children eat their snack at tables being used for play activities. A key-person system is used to ensure children are well supported and have a smooth transition between the setting and school. Staff are friendly and children develop strong bonds with them. Children have a clear sense of security in the club. They confidently make use of the well-planned toys and equipment to have fun or to relax together. Children behave well because staff implement some consistent routines. They also plan activities to raise children's understanding of safe behaviours, such as online safety. Children's good health is positively promoted. They are well supported to attend after-school sports activities in addition to sports sessions provided by the club.

Setting details

Unique reference number	EY494564
Local authority	Salford
Inspection number	1030558
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	3 - 11
Total number of places	40
Number of children on roll	69
Name of registered person	St Teresa's Treehouse Limited
Registered person unique reference number	RP903069
Date of previous inspection	Not applicable
Telephone number	07934194087

St Teresa's Treehouse was registered in 2015. It is operated by a limited company. The club has use of a designated self-contained unit within the grounds of St Teresa's RC Primary School. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the provider, who holds qualified teacher status. The club opens from Monday to Friday all year round, except for the school Christmas holidays. Sessions during term time are from 7.30am to 9am and from 3.30pm until 6.30pm. Holiday care is provided from 7.30am to 5.30pm.

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