

Club 3.15

Canon Sharples C of E Primary School & Nursery, Whelley, WIGAN, Lancashire, WN2 1BP



Inspection date

Previous inspection date

3 May 2017

18 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Since the last inspection, there has been a change in the day-to-day management of the club. While the unsettled period has been managed generally well, the manager has not identified that some of the medicine records do not meet legal requirements.
- Newly introduced procedures to monitor the effectiveness of staff practice are not yet having a consistently good impact on the provision for children. The manager does not have a secure understanding of high-quality practice to enable her to astutely identify ways in which staff can further improve their skills.
- Occasionally, staff do too much for the children. They do not always make good use of what they know about what children can do, to challenge and promote children's independence and creative thinking.

It has the following strengths

- Relationships are strong. Children communicate confidently with staff and each other. They form close friendships with children from other schools.
- Good numbers of staff offer children high levels of support. They help children learn about expectations for behaviour. This leads to the smooth organisation of the session.
- Staff listen to children's views and respond to their ideas. This helps them provide interesting activities and toys that keep children well occupied and engaged.
- Staff promote children's physical skills well. They make good use of the playground and school hall to provide opportunities for children to enjoy sports and play vigorously.

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 that medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.	17/05/2017
■ ensure that records of any medicine administered to a child who is cared for on the relevant premises, including medicine which the child is permitted to self-administer, includes a record of a parent/guardian/carer's consent.	17/05/2017

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

- strengthen the quality of supervision and professional development opportunities for the manager and the staff team, astutely targeting ways that will help them build on their practice and deliver consistently high-quality provision
- reflect on the ways staff use what they know about children already, to enable children to think and operate as creatively and independently as they can.

Inspection activities

- The inspector observed activities in the designated classroom and assessed the impact this has on children's enjoyment and development.
- The inspector and the manager observed a planned activity and evaluated the effectiveness of staff practice and the provision for children.
- The inspector held meetings with the area manager and the manager of the setting. She looked at relevant documentation, such as records of children's attendance, accidents and medicines, staff qualifications and training records and evidence of the suitability of staff.
- The inspector spoke to children, the executive headteacher of the host school and a small number of parents during the inspection. She took account of the views of other parents using information provided by the club.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The organisation's clear operational procedures have not always been followed. As a result, there is not a record of parental consent to administer prescribed and emergency medication in all cases. Despite this, the practical arrangements for managing children's health are secure. This includes, establishing healthcare plans with parents and keeping records of any medicine administered. Therefore, the breach of requirement relating to the missing consent record is not having a significant impact on children's safety. The arrangements for safeguarding are effective. Staff have recently updated their training in child protection and food safety. They know what to do should they have any concerns about children's welfare. There are strong relationships with the schools that children attend which further support this. All other required records are in place. Registration procedures are robust and include keeping a precise check on the numbers of children present. Parents are consulted and say they are satisfied. The manager is beginning to observe staff practice as a way to monitor quality. However, she is not yet consistently drawing out specific weaknesses and ways to help them further improve their skills.

Quality of teaching, learning and assessment requires improvement

Staff do not always make good use of their strong links in school to promote the further development of the youngest children attending. Occasionally, they offer too much direction and do not always provide good opportunities to help children develop and use their own creative ideas. Children rely heavily on pre-made models and often ask staff to complete tasks for them. That said, children very much enjoy their time in the club. Staff provide activities that they know children like. They reinforce children's mathematical skills through the use of games, such as dominoes and bingo. Aided by their strong relationships, staff promote communication well. As they play alongside the children, they ask some open and effective questions that encourage children to think and respond.

Personal development, behaviour and welfare require improvement

Despite the oversight in record keeping, in practice staff know children's health needs and manage them well. They take care to organise snacks to take account of any children with allergies. They have improved the organisation of snack time, having had regard to the recommendation raised at the last inspection. Children very much enjoy the relaxed occasion of social sharing now created. Children's emotional well-being is positively supported. They know some of the staff well and feel safe because they recognise them from school. This is particularly beneficial when children are new to the club. Children are well supported to learn about behaving in safe, healthy ways. Staff help them limit their time spent at computers and encourage play outside in the fresh air.

Setting details

Unique reference number	EY431499
Local authority	Wigan
Inspection number	1094993
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 - 10
Total number of places	32
Number of children on roll	45
Name of registered person	St Bede's Childcare Limited
Registered person unique reference number	RP530849
Date of previous inspection	18 June 2015
Telephone number	01942661236

Club 3.15 registered in 2011. It is one of a number of settings operated by St Bede's Childcare Limited. The club employs four members of childcare staff, all of whom hold suitable qualifications, including one with qualified teacher status. The club operates Monday to Friday, from 3.15pm to 6pm, during school term time.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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