

St Mary's Primary School

4-11 Club



St. Marys Catholic Primary School, Cross Street, CHESTERFIELD, Derbyshire, S40 4ST

Inspection date 4 October 2017
Previous inspection date 24 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 providers demonstrate a professional attitude to meeting legal requirements. Since the last inspection the providers and staff have made noteworthy improvements. For example, staff now have a clear understanding of safeguarding responsibilities.
- Staff build positive relationships with parents and professionals in the host school. They communicate effectively and this helps to promote continuity in children's care.
- Staff provide a safe environment for children and strongly support children's personal, social and emotional development. They are good role models, promote good manners and provide clear guidance for children about acceptable behaviour.
- Staff provide a good range of play experiences. Children happily join in with group activities, play with their friends, are active or relax at the end of their school day.
- Staff reinforce children's self-confidence and emotional well-being. Children share and express their views and choices with staff well about what they want to play with. Children respect each other's opinions when they play together.
- Overall, the key-person system is effective. The staff are sensitive, provide affection and stability and build on children's self-esteem successfully. Children are confident and self-assured. They display high levels of independence, trust and curiosity.

It is not yet outstanding because:

- Although the manager monitors staff's work with children well, she does not focus sharply on helping staff to raise the quality of their practice to the highest level.
- Key persons do not share relevant information with other staff about what individual children already know and can do to build on children's existing skills more effectively.

What the setting needs to do to improve further

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

- refine staff supervision even more to help staff continually develop their skills and knowledge to raise the quality of practice to an even higher level
- increase opportunities for key persons to share what they know about children with other staff in the club to build on children's existing skills.

Inspection activities

- The inspector completed a joint observation with the club's manager.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities.
- The inspector held a meeting with the providers and had discussions with other staff members. She took account of the views of parents during the inspection.
- The inspector looked at relevant documentation and evidence of self-evaluation.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend training and are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Leaders have developed rigorous recruitment and induction procedures to help ensure that staff are well qualified and suitable to care for children. Since the last inspection, the provider has introduced systems to check the ongoing suitability of staff and annual appraisals to identify and address training needs. Two members of staff are currently working towards a level 3 qualification. The providers have begun to use self-evaluation to reflect on the provision. For example, they use the opinions of parents sought through questionnaires to identify areas for improvement. They take good steps to make positive changes to the club. Leaders use risk assessments well to identify potential hazards for children and remove or minimise any potential risks effectively.

Quality of teaching, learning and assessment is good

Staff work closely with parents. Key persons take time to find out from parents about children's individual needs and interests. They build effective relationships with teachers in the host school and find out about children's learning. Children continue to develop the skills they need to complement their learning at school and for the future successfully. Children are able to share their ideas and thoughts about available equipment and activities they would like. Staff provide a good range of resources and encourage children to build on their interests. For example, children play imaginatively with a range of animal figures. Staff join them and help children to develop a story as they play.

Personal development, behaviour and welfare are good

Children enjoy their time at the club. They behave well and play cooperatively. Staff interact well with children and offer lots of praise and encouragement for their efforts. They encourage children to share and pass equipment to each other as they use creative resources. Older children are kind and supportive as they play alongside their younger friends. Staff help children to develop social skills. Children talk to others in a calm, polite and respectful manner. Staff get involved with children's play and support them to stay engaged and interested in the activities. For example, staff play board games and help children to understand the rules of games and take turns. Staff demonstrate good manners and are skilled and sensitive in helping all children to show respect to each other. For example, children gain an understanding of democracy as they vote for a team captain to play a ball game. There are many opportunities for children to play outside in the familiar school grounds. Staff consider children's dietary needs and the opinions of parents when they plan healthy snack menus.

Setting details

Unique reference number	207270
Local authority	Derbyshire
Inspection number	1100601
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	47
Name of registered person	Lynn Geks & Esther Grant Partnership
Registered person unique reference number	RP522374
Date of previous inspection	24 May 2017
Telephone number	07784863465

St Mary's Primary School 4-11 Club registered in 1993. The club employs 12 members of childcare staff. Of these, 11 hold appropriate childcare qualifications at level 2 or above, including one with qualified teacher status. Sessions are from 8am until 9am Monday to Friday, 3.20pm until 6pm Monday to Thursday and on Friday the session is from 3.20pm until 5.30pm during term time.

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