

St Richard's Out of School Club



St Richards Catholic Primary School, Sandy Lane, SKELMERSDALE, Lancashire, WN8 8LQ

Inspection date	16 May 2018
Previous inspection date	7 November 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The dedicated management and highly qualified staff are extremely passionate about their roles. Highly effective evaluation, monitoring and partnerships are integral to the outstanding practice.
- Teaching is inspirational. All children, including those with additional needs, make exceptional progress in relation to their individual starting points. Staff implement highly creative, challenging and fun activities. They use precise observations and assessments to clearly identify children's next steps in learning, and these are shared well with the host school.
- Children are highly motivated. Exemplary partnerships with external agencies enable children who have special educational needs and/or disabilities to maximise their learning opportunities. Staff gain support and training to use specialist equipment and knowledge. They use this proficiently to engage each child in play and exploration.
- Partnerships with other professionals are highly effective. The excellent partnerships with school staff significantly contribute to children being exceptionally well prepared for their move on to school.
- Children's behaviour is exemplary. Children thrive on praise and encouragement. Staff establish positive, warm relationships with all children, supporting their emotional development.

What the setting needs to do to improve further

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

- continue to enhance the already excellent partnerships with parents, to maintain the exceptional outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the management team.

Inspector

Suzanne Marsh

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have comprehensive knowledge of what to do should they have any concerns about a child's welfare. This is supported by ongoing training and robust policies and procedures. The management team provides staff with rigorous supervision sessions and training to maintain excellent teaching and care standards. The leadership and management are exceptional. The manager involves staff, parents, teachers, the local authority and any relevant external professionals in the monitoring process. They use their particularly close and superb relationship with the on-site school to test the accuracy of staff assessments of children's learning. They have plans to look at additional ways to further develop these relationships to support parents even further. They foster a culture of evaluative practice which is extremely well embedded and recognises the value of parents' contributions. This is exceptionally well established to successfully support continuity of children's learning.

Quality of teaching, learning and assessment is outstanding

Staff provide an extremely enabling environment that is full of exciting and interesting spaces where children can explore, grow and develop. Children are curious, eager and demonstrate an enthusiastic desire for learning. While outdoors, children test out theories, skills and alchemy as they mix pipettes of paint and water on tissue. Children delight as they glue paper tissue and coloured thread to a 'royal carriage'. Staff model excellent communication and language skills in all activities. Staff use well-planned questions that challenge and help to extend children's thinking with maximum effect. Children enjoy innovative critical-thinking activities and engage well with younger children and their peers in teamwork as they send cars down slopes faster and more effectively.

Personal development, behaviour and welfare are outstanding

Staff work exceptionally well together to ensure that they meet all children's individual needs. They gather a wealth of information from parents when children first start at the nursery. Staff adapt everyday resources to enable all children to explore different textures and materials safely. This includes children who have special educational needs and/or disabilities. Staff are excellent role models to children. They model good hygiene practices. Staff plan a highly inclusive play environment. Children enjoy plenty of fresh air and exercise. Staff are highly skilled in helping children to feel confident and valued and to develop warm relationships. For example, on arrival they confidently identify their own name to self-register and choose what they want to play with.

Outcomes for children are outstanding

All children, including those who have special educational needs and/or disabilities, make excellent progress given their individual starting points. Children are highly motivated, confident and enthusiastic learners. They gain excellent skills to support their future learning. Children learn excellent mathematical skills, such as calculating and comparing. They identify numbers, shapes and colours. Children become extremely effective communicators and critical thinkers while they play.

Setting details

Unique reference number	EY386890
Local authority	Lancashire
Inspection number	1104896
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	27
Number of children on roll	27
Name of registered person	St. Richard's Out of School Club
Registered person unique reference number	RP902581
Date of previous inspection	7 November 2014
Telephone number	01695 722 346

St Richard's Out of School Club registered in 2008. The setting is open each weekday, from 7.45am to 5.30pm, during term time only. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are seven staff employed at the setting. Of these, four hold appropriate early years qualifications at level 5 and one holds level 6.

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