

# Lawrence Weston Out Of School Activities

The Rock Community Centre Ltd, St Peters Hall, Ridingleaze, Lawrence Weston, BRISTOL BS11 0QF



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 10 October 2018 |
| 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 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

### The provision requires improvement. It is not yet good because:

- The management committee has not appointed an appropriate manager to take responsibility for the day-to-day running of the club and to monitor staff practice.
- Staff do not plan for and consider the needs of those children who prefer to be active and move freely during their play.
- Resources are not easily accessible for children to make their own informed choices about what they would like to play with.
- The management committee and staff do not use self-evaluation effectively to help them to identify weaknesses in practice and to target areas for improvement.

### It has the following strengths

- Children are happy and enjoy their time at club. They develop secure relationships with the staff and other children.
- Key-person systems are effective. Staff work well with parents and teachers to support children with the transition to the club.
- Staff give children lots of praise and encouragement for their achievements. Children respond well and demonstrate a sense of pride in their own achievements.
- Staff give children positive messages about following a healthy diet. They provide children with healthy snacks and they encourage them to try different fruits and vegetables.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|   | Due date   |
|---|------------|
| ensure that a suitable manager is in place to take responsibility for the day-to-day running of the club, and to offer support and guidance to staff. | 29/10/2018 |

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

- consider the needs of those children who need space to move and be active in their play
- review the organisation of the resources to support children to make independent choices
- use self-evaluation more effectively to identify weaknesses and target areas for improvement.

### Inspection activities

- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector observed the interactions between the staff and children.
- The inspector sampled a range of documentation including policies, procedures and staff files.
- The inspector had discussions with the staff and children during the inspection.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of leadership and management requires improvement

The management committee follows secure procedures to recruit staff who are safe and suitable for their roles. However, they have not ensured that there is a manager or leader to take responsibility for the day-to-day running of the club. They do not follow the procedures to offer staff supervision and coaching. The qualified staff take part in basic training to meet safeguarding and first-aid requirements. However, staff do not have opportunities to develop their skills further. Staff understand the importance of their role to keep children safe. They are suitably aware of the procedures that they should follow if they have a concern about a child's welfare. The arrangements for safeguarding are effective. Staff work well with parents. For example, parents share information with staff as they spend time in the club watching their children play. Parents are welcomed to be involved in the management committee to support the running of club. Self-evaluation is not effective at identifying weaknesses in practice.

### Quality of teaching, learning and assessment requires improvement

Staff create a welcoming environment for children, although they do not consider the needs of children who prefer to be active and move around freely during the sessions. Staff encourage children to share their ideas. For example, children use a comments book to record the activities and resources they would like to have in club. Children play well with staff and other children in the setting. For instance, they learn to take turns and follow rules as they play card games together. Staff recognise the benefits of working in partnership with other professionals to support children and their families. For instance, they work closely with the Reception class teachers to get to know key information to support children to settle into the club.

### Personal development, behaviour and welfare require improvement

Children are confident and demonstrate a secure understanding of the routines of club. For instance, children quickly settle into activities after they arrive. Staff support children to manage their behaviour well, such as by setting clear rules and boundaries. Children respond well to having jobs and responsibilities. For example, young children confidently hand out snacks to their peers and help to clean the tables as staff praise them for their involvement. Children have a wide range of resources to access. However, it is not clear what is in the toy boxes, and children can only access resources that staff set out. This limits children from making independent choices about their play. Staff help children to gain an understanding of the diverse lives and beliefs of people in their community. For instance, they plan activities to help children learn about events and other cultures.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY539375  |
| <b>Local authority</b>                           | Bristol City of   |
| <b>Inspection number</b>                         | 10079386  |
| <b>Type of provision</b>                         | Out-of-school day care  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 4 - 8   |
| <b>Total number of places</b>                    | 20  |
| <b>Number of children on roll</b>                | 17  |
| <b>Name of registered person</b>                 | Lawrence Weston Out of School Activities Committee                                |
| <b>Registered person unique reference number</b> | RP522860  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07535664400   |

Lawrence Weston Out Of School Activities re-registered in 2016. The club operates from Monday to Friday, 3.30pm to 6pm term time only. The club employs seven staff to work with the children, most of whom hold childcare qualifications.

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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