

# SCL Holiday Club - St Dominic Savio Primary School



St Dominic Savio Rc Aided Primary School, Western Avenue, Woodley, Reading RG5 3BH

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 24 October 2018 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of leadership and management                    |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Not Applicable     |          |

## Summary of key findings for parents

### The provision is outstanding

- The manager maintains high levels of security around the premises. For example, he reminds parents to respect the club rule about not using mobile phones on site and keeps colleagues informed of activities by using radio links.
- Children rapidly gain confidence and learn new skills. For example, staff help young children to think through and try out different games where they use a ball. Children learn skills that are common to all of them, such as the importance of keeping their eye on the ball and having their hands or feet ready in anticipation.
- Staff are particularly skilled at making children feel valued and important contributors to the club. They listen astutely to children and quickly understand how to promote their social skills, sporting achievements and knowledge of the world. Children settle into the club quickly and thoroughly enjoy making friends across the age group.
- High-calibre staff make astute observations about children's interests and achievements and deftly introduce them to new challenges and successes. Children are proud of their accomplishments and very willingly try new activities.

## What the setting needs to do to improve further

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

- find ways to work swiftly with parents to carry over achievements from the club to home and build children's self-esteem even further.

### Inspection activities

- The inspector observed, listened to, and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the club and their children's welfare.
- The inspector discussed staff's planning and evaluation of activities, and how they exchange information with parents, and looked at children's records.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the leadership team.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training and experience have contributed to children's development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is outstanding

High levels of accountability, drive and continual improvement underpin the practice of the leadership team. Over time, it has refined and put in place robust procedures to keep its policies and practice current, innovative and efficient. For example, managers listened to parents' feedback when they said they preferred not to celebrate Halloween. Instead, they chose to inspire children with 'wacky' science experiments, new sporting skills and open-ended opportunities for creativity. The leadership team chooses staff carefully. It follows safe recruitment practice and invests in further coaching and mentoring for the managers and senior staff. This is evident in the high-calibre staff on site. Safeguarding is effective. Managers diligently check and improve staff's knowledge of child protection issues to help them respond appropriately. Staff make extremely well-informed observations about children's emotional behaviour and welfare, and are quick to identify how they can help children to flourish.

### Quality of teaching, learning and assessment is outstanding

All of the staff are full-time educators who work with this age range of children in school environments throughout the year. They are exceptionally skilled and talented; they are quick to notice how children think, play and learn. For example, children across the age range return time and again to hunt around outdoor play areas for materials that might float or sink. Staff capture children's enthusiasm to experiment and show them that they respect their ideas. They develop children's curiosity and confidence to make predictions and review their success. Children think up new hypotheses, such as whether or not an egg from a previous investigation will float or sink. Staff deftly extend children's knowledge of the world and their responsibility for it. Children learn how to tell if an egg is fresh and healthy to eat. They think further about the plastic floating in the oceans and our impact on the world.

### Personal development, behaviour and welfare are outstanding

Staff are very quick to identify when there are gaps in children's basic skills and work as a team to build children's confidence and self-esteem. However, strategies to share such important milestones with their parents at the end of a busy session are limited. Staff create an excellent 'chill out' zone where children take time out to relax, finish a spellbinding book, or seek comfort among the cosy cushions. Along with the 'How do you feel today?' board, the cushions depict a range of emojis. It is an easy next step for staff to ask if that is how children feel and children build such good relationships with them that they answer candidly. The atmosphere at the club is relaxed, joyful and caring. Children feel safe and are happy, busy and sociable.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY536551  |
| <b>Local authority</b>                           | Wokingham   |
| <b>Inspection number</b>                         | 10057056  |
| <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 - 12  |
| <b>Total number of places</b>                    | 16  |
| <b>Number of children on roll</b>                | 11  |
| <b>Name of registered person</b>                 | Soccer Coaching Limited   |
| <b>Registered person unique reference number</b> | RP907605  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 0345 644 5747   |

SCL Holiday Club – St Dominic Savio Primary School registered in 2017. The club is open each school day from 8am to 6pm. The number of staff working at the club is dependent upon the number of children who enrol. At the time of the inspection there were three staff, all of whom hold appropriate qualifications at level 3.

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