

Archbishop Hutton's After School Fun Club

Archbishop Hutton's School, Back Lane, Warton, Carnforth Lancashire LA5 9QU



Inspection date	15 November 2018
Previous inspection date	19 December 2017

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

The provision is good

- The manager works closely with the committee to provide high-quality out-of-school care for all children. Together they reflect and evaluate practice and use improvement plans well. The views of children and parents are valued and help to shape the service.
- There are very good systems for the safe recruitment and selection of staff. All staff and the committee are suitability checked.
- Staff show children how to behave and are excellent role models. Staff talk to children about their high expectations and help them to be kind and considerate to their peers. Children behave extremely well as a result.
- Children of all ages play and spend time together and there is a real family feel in the setting. Staff plan a range of activities and experiences which helps children to develop new skills, consolidate and complement their learning in school.
- Staff are well qualified and understand how to support children's learning through play. They provide an interesting and inviting learning environment, where children can develop skills and knowledge inside and outdoors.

It is not yet outstanding because:

- High-quality texts are available, however, there is scope to widen the range, match these more closely to children's reading stages, and make them more accessible to children, where they choose to play.
- Although the manager is committed to supporting staff and helping them improve, systems for observing and assessing staff development needs are not fully embedded.

What the setting needs to do to improve further

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

- extend opportunities for children to access a range of texts where they play
- review and enhance systems for assessing the quality of staff practice to embed this further as part of the continuous improvement cycle.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager focuses on ensuring that children are safe in the setting, wherever they are playing. Staff have a very good understanding of the signs and symptoms of abuse and know what to do if they have concerns about a child's welfare. Good systems are in place to ensure that hazards are kept to a minimum. Risk assessments are used effectively. There is a range of robust policies and procedures which promotes health and safety. Children are involved in decision-making and have developed their own set of rules to help everyone to feel safe, comfortable and happy. Children are exposed to some risks. These are carefully planned and help children to think about dangers. For example, they use the toaster at snack time. Staff are well deployed and always close at hand, if children need help or support. The committee members understand their duty to inform Ofsted of changes.

Quality of teaching, learning and assessment is good

Staff have excellent communication with children's class teachers and gather information about children's achievements and targets for development. Staff in the setting record children's learning in a transition book and share this with school. This cooperative working helps children achieve their next steps in learning. Staff help children to become confident communicators. They sit alongside children as they play, engaging them in conversations and helping them to learn and use new vocabulary. Staff help children to develop physical skills, outside playing ball games and inside making musical shakers. Staff play traditional games, showing children how to follow rules and take turns. They help children to use mathematical vocabulary, follow instructions and count. There are many opportunities for children to play imaginatively and practise writing and mark making. Children can choose quieter spaces to rest and relax if they need to. Parents are delighted with the service staff provide. They feel involved and very well informed about what children learn and do during their time in the setting.

Personal development, behaviour and welfare are good

Children are extremely well supported when they start in the setting. Staff work closely with parents to find out about children's likes, dislikes and what is important to them. This ensures staff can plan for children's needs and help children to settle quickly. Children are well supported to make healthy choices and take regular fresh air and exercise. Snacks are balanced and nutritious. Children have easy access to healthy drinks so that they can remain hydrated. Children help to prepare food and pour their own drinks. Staff ensure that children help with tasks, such as tidying and organising the environment. This helps them to develop independence. Staff get to know children extremely well and help them to feel well cared for and valued. As a result, children go to staff for help, support and reassurance when needed. They develop good friendships, are very happy and thoroughly enjoy the time they spend in the setting.

Setting details

Unique reference number	EY241735
Local authority	Lancashire
Inspection number	10079683
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	52
Number of children on roll	24
Name of registered person	Archbishop Hutton's After School Fun Club Committee
Registered person unique reference number	RP520893
Date of previous inspection	19 December 2017
Telephone number	01524 734305

Archbishop Hutton's After School Fun Club registered in July 2002 and is managed by a voluntary committee. It operates from Archbishop Hutton's School in Warton, Lancashire. The setting opens Monday to Friday from 8am until 9am and from 3.10pm until 6pm, term time only. There are currently three staff working directly with children. The manager holds a qualification at level 3 and all other staff hold qualifications at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

