

Pinfold After School Club



Pinfold Lane, Scarisbrick, Ormskirk, Lancashire L40 8HR

Inspection date	14 November 2018
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has failed to notify Ofsted about changes to people associated with the setting. This means the required suitability checks have not been undertaken to ensure children's safety and well-being.
- Staff do not fully consider the unique and different ways in which some children prefer to learn to enhance their activity plans even further and help children make even better progress.
- Systems for monitoring the progress made by different groups of children are not fully embedded to help all children make the best possible progress.

It has the following strengths

- The newly appointed headteacher who is also the provider has already begun to highlight and work with staff to address weaknesses within the setting. She has a positive attitude and demonstrates commitment and enthusiasm for further improvements with the full support of the staff team.
- Staff are well qualified and experienced and they have worked at the setting for sustained periods of time. Children are happy, well settled and have high levels of self-confidence and self-esteem.
- The setting is housed within the host school. A strong focus is placed on building positive relationships and maintaining an effective two-way flow of information. This supports children's overall education and well-being, particularly when they move on to school.
- A strong focus is placed on helping children be physically active and to lead a healthy lifestyle. Children play outdoors every day and take part in extra-curricular activities, such as the 'daily mile challenge' and swimming.

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 Ofsted are provided with the necessary information to enable them to carry out the required suitability checks for all those who are associated with the setting.	30/11/2018

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

- provide more opportunities for staff to develop their expert knowledge of the unique and different ways in which some children prefer to learn and use this to plan even more highly challenging activities that motivate children and further extend their learning.
- embed systems to monitor the progress made by different groups of children to quickly highlight any potential gaps in children's learning and support them to make even better than good progress.

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 spoke to the staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager and provider.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management requires improvement

The registered provider has failed to notify Ofsted about changes to the nominated person and a committee member. This means Ofsted do not have the necessary information to carry out the required suitability checks for these individuals. That said, these individuals have undergone Disclosure and Barring checks to ensure their suitability for their roles within the school. Staff have a thorough understanding of their roles and responsibilities to safeguard children and the reporting requirements. Safeguarding is effective. The new headteacher has plans in place to further develop the setting. These include gathering the views of parents and the staff. For example, following initial consultations there are plans to further develop the outdoor space to include more natural play areas. Staff are supported through regular supervision and appraisals. Additionally, they access training courses to help maintain their continued professional development.

Quality of teaching, learning and assessment is good

Staff purposefully engage with children during a wide variety of activities that covers all areas of learning. Children develop their mathematical skills as they sing 'Ten green bottles'. They predict how many bottles will be left standing and discuss concepts, such as one more and one less. Children develop their social and communication skills as they play with a large parachute. They follow staff's instructions as they go underneath and around. Additionally, they work as a team to make it go higher and lower. Children enjoy playing in the sand. Staff sound out words and encourage children to use their fingers to write the letters of their names. This helps to support children's literacy development. Staff work in partnerships with other professionals involved in children's care and education. They implement play plans and share information to help children make consistent progress. Good systems are in place to keep parents informed of their child's ongoing progress.

Personal development, behaviour and welfare are good

Children settle well, explore with ease and are keen and active learners. Children's independence is fostered well. They help with domestic tasks and relish opportunities to do things for themselves. For example, putting on their own coats and tidying away the toys. Children begin to understand how to keep themselves safe. For example, they wait their turn when scaling the slide. Staff are good role models who provide children with constant praise and encouragement. They use consistent and age-appropriate strategies to manage behaviour. Children behave well and are kind and courteous.

Outcomes for children are good

Staff know the children well. They observe them regularly and make accurate assessments of their learning. Children, including those who have special educational needs and/or disabilities, make good progress from their starting points. They gain the skills needed for future learning and school.

Setting details

Unique reference number	EY283196
Local authority	Lancashire
Inspection number	10064145
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	21
Number of children on roll	14
Name of registered person	Pinfold Primary After School Club Committee
Registered person unique reference number	RP909089
Date of previous inspection	6 July 2015
Telephone number	01704 840 338

Pinfold After School Club registered in 2012. The setting employs four members of childcare staff. Of these, all staff hold appropriate qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children. The nursery opens from Monday to Friday, term time. Sessions are from 8.50am to 3.20pm. The after-school sessions are from 3.25pm to 6pm.

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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