

# Kirkham St Michaels

## After School Club



St. Michaels C of E School Kirkham, School Lane, Kirkham, Preston PR4 2SL

<b>Inspection date</b>	13 December 2018
Previous inspection date	19 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

#### This provision is good

- The manager and staff are committed to continued improvement. They strive 'to provide an environment that is safe and where children are happy and learn through play'. Children are welcomed to express their views and ideas for future learning and these are swiftly incorporated into the club plans. This helps children to feel valued.
- Key persons form a secure bond with each and every child. Rigorous procedures, such as the collection of younger children from school classrooms, contribute towards ensuring that children are settled, assured and happy in their transition to the club.
- The consistency of staff between the host school and the club helps to ensure that staff have a good knowledge of each child's learning and progress. Staff use this information well to plan a wide range of challenging and enjoyable activities that complement children's learning from school. Children thoroughly enjoy their time at the club.
- Managers and leaders invest highly in their whole staff team. Creative opportunities, such as close mentoring, influential supervision meetings and customised training, are focused intently on helping staff to extend on their good knowledge and expertise.
- Partnerships with parents are good. Staff make time to share precise information with parents about their children's day. Parents are very complimentary about the club. They comment that 'staff provide an inclusive environment where all children really matter'.
- At times, staff do not organise and manage some play experiences precisely enough to prevent the few conflicts that arise during play.
- Staff do not provide enough opportunities, particularly during the winter months, for children to exercise and release excess energy in line with their preferred play styles.

## What the setting needs to do to improve further

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

- strengthen the organisation and management of some play experiences, particularly those linked to small-world play, to help prevent any conflicts arising during play
- make the most of all play areas each day and enhance opportunities for children to exercise and release surplus energy in accordance with their preferred play styles.

### Inspection activities

- The inspector observed the range of activities provided and the interactions between staff and children.
- The inspector spoke with the manager, the staff and children at appropriate times during the inspection.
- The inspector and the manager jointly evaluated an activity.
- The inspector looked at evidence of suitability, a record of staff qualifications and training, policies and procedures, health and safety records and a diary of the activities provided to children. She discussed self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Regular training and the use of meaningful scenarios help to ensure that staff remain refreshed in their knowledge of the procedures to follow to protect children's welfare. Recruitment and induction procedures are robust and contribute towards ensuring that staff have a good understanding of their roles and responsibilities. Staff are vigilant. Risks are swiftly identified and minimised. The majority of staff hold a paediatric first-aid qualification and are deployed well around the club. They are most responsive to children's needs. For example, in-depth healthcare plans are shared with all staff and clearly note children's specific medical or health needs, highlight any signs and symptoms to look out for and identify any specific triggers. This helps to promote the health, safety and welfare of children. Staff work in close partnership with other professionals to implement effective teaching strategies that help to support all children in their care.

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

The well-qualified staff observe children closely to tune into what they know and enjoy. They provide enjoyable ways for children to extend on their current learning from school. For example, on arrival to the club staff welcome children to read a wide range of literature. They intervene well and encourage children to search for 'the tricky words' that they have been learning in school. Children respond well and show confidence in segmenting and blending sounds together to identify simple words. This contributes towards their advancing early reading skills. Staff provide a wide range of resources that motivate children to design and create. For instance, children thoroughly enjoy connecting small bricks together to create their own desired effect. They are further inspired by the fitting books provided by staff and follow instructions well to build more complex models, such as boats, cars and buildings. Staff speak daily with teachers from the host school to share detailed information about children's care and any achievements that they make.

### Personal development, behaviour and welfare are good

Staff take a special interest in children's home lives and gladly welcome children to share information about experiences, such as regular swimming lessons and family holidays. They use these opportunities well to build on children's ability to communicate information about themselves, to talk about those who are special to them and to share key facts about their wider world. Staff's continued positive praise helps to instil children with high levels of self-confidence. Staff readily involve children in meaningful tasks, such as clearing away and washing their dishes after snack. This contributes towards the helpful attitudes that children adopt. Staff use effective methods, such as playing simple card games, to promote turn taking. They encourage children to begin to manage their own risks, such as when selecting and carrying additional resource boxes, to further enhance their play.

## Setting details

<b>Unique reference number</b>	309829
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10072819
<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 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Kirkham St. Michaels After School Club Committee
<b>Registered person unique reference number</b>	RP911134
<b>Date of previous inspection</b>	19 January 2016
<b>Telephone number</b>	01772 683624

Kirkham St Michaels After School Club registered in 1999. The club employs five members of childcare staff. Of these, two hold appropriate qualifications at level 3 and the manager holds an appropriate qualification at level 5. The club opens from Monday to Friday, during term time. Sessions are from 8am to 8.45am and 3.15pm to 5.30pm.

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