

# All Saints Out Of School Club

Cedar Road, Ashton-on-Mersey, Manchester M33 5NW



<b>Inspection date</b>	8 February 2019
Previous inspection date	20 August 2014

<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		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has successfully built a staff team who are relentless in their determination to help children achieve the very best. Clear and well-judged strategic plans are sharply focused and include the views of parents, children and staff. The manager aspires to be outstanding and has a strong capacity to continually improve.
- Teaching is good. Staff have a robust understanding of child development and use this well to plan fun and interesting activities. Children make good gains across the areas of learning and leave the pre-school with a good skill base in readiness for their move on to school.
- Partnership working is strong. Links with external childcare professionals, the local authority and parents are rooted in trust and respect. Parents receive regular newsletters and are kept updated about their children's developmental progress.
- The support in place for children with special educational needs and/or disabilities is good. Robust intervention plans, close monitoring and personalised learning experiences ensure gaps in learning diminish at a rapid rate. All children make good and better progress towards the early learning goals.
- Staff support children's individual creativity very well. They provide a safe and nurturing environment for children to freely express their feelings through dance and singing. Children are well rounded, respectful and tolerant individuals who show genuine care and affection towards one another.
- Children's physical development is very well supported. Staff have recreated the outdoor area into an oasis of fun, adventure and challenge. Children demonstrated good physical dexterity and perseverance as they mastered new skills, such as jumping, climbing and swinging from apparatus outdoors.
- Systems for monitoring the professional performance of staff are not rigorous enough to raise the good quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- sharpen the focus of monitoring procedures for staff, to raise the already good quality of teaching to an outstanding level.

### 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 held a number of discussions with the manager. He looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager. The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents.

### Inspector

Luke Heaney

## Inspection findings

### Effectiveness of leadership and management is good

The manager, ably supported by her leadership team, has created a culture among staff of ambition, drive and critical thinking. She leads by example, seeking to constantly improve the pre-school through rigorous self-evaluation. Safeguarding is effective. A robust safeguarding policy is in place which includes the use of mobile phones and cameras. Staff have a good understanding of the signs of possible abuse and know the referral procedure well. The manager effectively deals with complaints and provides a comprehensive outcome summary to complainants. Overall, staff receive good support and guidance during supervisory sessions and appraisal meetings. They attend a variety of training programmes which have a positive impact on outcomes for children. For example, a communication and language course has enabled staff to promote and extend children's speaking and listening skills through creative activities, such as painting, singing and role play.

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

Staff provide children with exciting activities which keep them interested and motivated to learn. Observation, assessment and planning arrangements are good. Close monitoring and effective intervention plans help all children to achieve age-related expectations. Children's laughter and eagerness to explore fills the air of this vibrant and good-quality pre-school. Younger children giggled with delight while enacting roles of characters from their favourite stories. They displayed good concentration skills while making Chinese New Year crafts and became enthralled while searching for bugs outdoors. Older children skilfully used magnets to distinguish which materials across the pre-school were metal and non-metal. They demonstrated a love for reading and articulately discussed the title, plot and author.

### Personal development, behaviour and welfare are good

Care practices are good and successfully meet children's physical and emotional well-being. Children behave well and have a strong sense of belonging. Staff are good role models and teach children very well about healthy living. Children are provided with wholesome foods and have an array of opportunities to be physically active. Children demonstrate a good awareness of how to keep themselves safe during their play. They remind one another not to run too fast and help staff to dry climbing equipment outdoors before they use it.

### Outcomes for children are good

Children are confident, resilient and self-motivated individuals. They display high levels of engagement in their learning and do not give up until a task or challenge is complete. They play harmoniously and develop strong friendships. Younger children enjoyed playing with musical instruments and became fascinated while making models from dough. Older children write their names and competently discussed the different mechanical parts of a car engine. Children who speak English as an additional language are supported well. Robust external support and tailored activities mean children quickly acquire a good command of English.

## Setting details

<b>Unique reference number</b>	318137
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10069844
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	All Saints' Out Of School Club Committee
<b>Registered person unique reference number</b>	RP519539
<b>Date of previous inspection</b>	20 August 2014
<b>Telephone number</b>	0161 976 3650

All Saints Out of School Club registered in 2002 and is situated in the grounds of All Saints Primary School in the Sale area of Cheshire. The pre-school employs five members of childcare staff. Four staff hold appropriate early years qualifications at level 3 and one staff member is unqualified. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12pm on Monday, Thursday and Friday and then 9am until 3pm on Tuesday and Wednesday. The out of school club operates from 7.45am to 8.45am and 3.30pm to 6pm, Monday to Friday, during term time and from 8am until 6pm during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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