

Poulton C of E Extended Care

Hardhorn Road, Poulton-le-Fylde, Lancashire FY6 7SR



Inspection date	7 May 2019
Previous inspection date	6 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers, leaders and all staff are enthusiastic and ambitious for the success of the club. They work together seamlessly 'to provide play opportunities that are designed to build on children's social, physical, intellectual and creative achievements'. Children are clearly very happy and thoroughly enjoy their time in this inclusive club.
- Staff form a secure bond with each child. Effective and consistent routines, including collecting children from their individual classrooms each day, contribute towards ensuring that children are happy, settled and assured in their transition to the club.
- Staff regard children's safety as a high priority. They organise meaningful learning experiences, such as visits from the school crossing patrol staff, to help to raise children's awareness of road safety and equip them with lifelong skills for the future.
- Staff actively encourage children to communicate their ideas for future activities. They provide a vast range of resources that are led by children, to help to complement their structured learning in school. This helps to sustain children's interest and motivates them to further achieve.
- Staff lead by example. They teach children to use their 'happy hands' and 'kind words' with their friends during play, to help to promote positive relationships. Children show a desire to play together with others and often form special friendships within the club. They are caring, kind and respectful to others.
- Although systems to monitor staff performance are in place, these are not rigorous enough to swiftly enhance the quality of children's experiences within the club.
- At times, staff do not ignite opportunities for children to converse with others and share information about their personal experiences of school.

What the setting needs to do to improve further

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

- carry out more frequent and rigorous supervision of staff, to help to strengthen the good practice further and enrich the quality of children's experiences within the club
- extend opportunities for children to share information about their school day, to help to spark conversations and further cherish the diversity of their personal experiences.

Inspection activities

- The inspector looked at the range of activities provided indoors and outside and observed the interactions between staff and children.
- The inspector spoke with the assistant manager, committee members and children at appropriate times during the inspection.
- The inspector and the assistant manager jointly evaluated a planned activity outdoors.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, a photograph book of activities planned for children and self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback surveys.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Regular safeguarding training and updates help to ensure that all staff have a good knowledge of the procedures to follow to protect children's welfare. Leaders recruit staff safely. They complete in-depth inductions with all staff to ensure they have a good understanding of their roles and responsibilities. Staff continually seek to extend their knowledge and skills through a good range of training and research. They form superb links with the host school. For example, staff liaise closely with the Reception class teacher and special educational needs coordinator in school to provide tailored support to children within the club. This helps to ensure that children's specific needs are met effectively. Staff listen perceptively to children, parents and others and act on their views. For example, in response to parents' feedback, staff have increased the range of healthy cereals offered at breakfast time, to help to ensure that all children eat a healthy meal and gain the energy levels they need for their busy day at school.

Quality of teaching, learning and assessment is good

Staff plan a wide range of exciting activities that complement children's learning in school. For example, they engage children in an enjoyable minibeast hunt, to further promote their exploratory impulse and advance their knowledge of living things. Thoughtful methods, including encouraging older children to 'buddy up' with younger children during the task, support all children to feel confident. Children explore using their senses and use tools such as magnifying glasses to seek out and identify various creatures. They respond well to the challenges that staff present to them, for example counting the number of legs that a spider has, to help to enhance their good counting skills. Staff provide a wide range of experiences that inspire children's creative design skills. For example, children are keen to use recyclable materials to construct with a purpose in mind and apply their good knowledge of what objects look like when creating their own 'handbag'. Staff share information with parents about the daily activities that their children take part in and any achievements that they make within the club.

Personal development, behaviour and welfare are good

Staff are caring and kind. They create a welcoming, relaxed and friendly ambience within the club. Children are happy and encouraged to have fun. Daily tasks, such as encouraging children to self-register as they arrive, and offering quiet reading time, help to complement children's routines and learning in school. Staff encourage children to be independent. For example, during role-play experiences staff sensitively support children to persevere when completing more complex tasks, such as fastening small buttons when dressing a doll, to aid their good self-care skills. The abundance of praise children receive from staff helps them to flourish with confidence. Staff encourage children to adopt good health and hygiene routines. For example, they encourage children to wash their hands following outdoor play and welcome children to make their own healthy food choices at snack time. A useful 'communication book' is used to exchange information about children's care and learning with parents and staff from the club and school.

Setting details

Unique reference number	309770
Local authority	Lancashire
Inspection number	10064223
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	50
Number of children on roll	128
Name of registered person	Poulton C of E Extended Care Committee
Registered person unique reference number	RP524428
Date of previous inspection	6 May 2016
Telephone number	07531140920

Poulton C of E Extended Care registered in 1998 and operates from within St Chad's C of E Primary School in Poulton-le-Fylde. The club employs five members of childcare staff. Of these, four hold appropriate qualifications at level 3. The club is open Monday to Friday from 7.30am to 8.45am and from 3.30pm to 5.30pm during term time, with the exception of bank holidays.

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

