

# St Patrick's Out Of School Club



St Patricks Catholic Primary School, George Avenue, Huddersfield, West Yorkshire HD2 2BJ

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 16 May 2019      |
| Previous inspection date | 28 February 2019 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Inadequate     | 4        |
| 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 has promptly addressed actions identified at the last inspection. She liaises with the local authority for support and has a strong commitment to the club's continued development.
- Staff use skilful interactions to extend children's skills and knowledge. They show children that they are interested in what they say and engage them in meaningful conversations.
- Children form warm and trusting relationships with staff and make friends with each other. They display a strong sense of belonging as they arrive at the club. Staff help children to respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being.
- Partnerships with parents and the host school are strong. Staff have a very good relationship with parents, carers and teachers, and share information about the children in their care. This helps them to work in harmony and support children well.
- Staff do not always actively seek comprehensive feedback from parents and children to ensure that their views form part of the club's self-evaluation.
- Observations of staff practice are not sufficiently focused on raising the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- strengthen strategies to take account of parents' and children's views on all aspects of the provision, in order to contribute to plans for future improvement
- strengthen opportunities for all staff to observe and learn from each other's good practice and raise the quality of teaching even further.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector spoke to parents and carers on the day of the inspection and took account of their views.
- The inspector looked at relevant documentation, including safeguarding and risk assessments, and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and induction and supervision records.

#### Inspector

Helen Sanders

## Inspection findings

### Effectiveness of leadership and management is good

Since the last inspection, the provider has worked hard to improve systems for determining the suitability of staff and ensuring their continued suitability. The provider has improved the safeguarding policies and procedures. Staff have a good understanding of child protection issues and know the procedures to follow if they have concerns about a child in their care. The provider has reviewed the risk assessments and improved procedures to keep children safe. The provider has implemented a robust programme of induction and staff have a good understanding of their roles and responsibilities. Staff complete daily risk assessments and there are regular opportunities for children to practise and learn how to keep themselves safe in an emergency. Collection and arrival times are very well managed by the provider and the staff, and the identity of visitors is checked before entry. The provider supports the staff well. She has regular appraisals and supervision meetings with staff to identify areas for development and target their specific training needs. Since the last inspection, the manager has developed processes to reflect on the service provided. However, parents' and children's views are not always included.

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

Staff greet children warmly by name as they arrive and ask them about their day at school. This helps children to feel welcome. There is a fun and friendly atmosphere and a range of resources are accessible to children. Children lead their own learning and independently select resources appropriately. Staff chat with children about what they are doing, which supports what children are learning elsewhere effectively. For example, when children are making cards, staff use the opportunity to talk about shape and introduce new vocabulary such as '3D' to extend children's learning. Staff ask open questions and offer support when children need it. For example, when children are creating models using small plastic building blocks, they develop children's mathematical skills by encouraging them to practise their counting and by developing their estimating skills. Children help to identify potential risks and understand what steps they need to take to keep themselves safe. For example, when water has been spilt, children inform staff immediately.

### Personal development, behaviour and welfare are good

Staff provide good support for children who are new to the club. For example, they encourage a buddy system between younger and older children, which helps children to make friends. Children are highly independent and complete age-appropriate tasks confidently. One example of this is when children collect their own crockery and competently serve themselves at snack time. They follow good hygiene routines and wash their hands before mealtimes. Children behave very well. They use good manners and wait patiently for their turn. Staff are consistent in their approach to managing children's behaviour and children know what is expected of them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY541254  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 10100482  |
| <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>                             | Out-of-school day care  |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 100   |
| <b>Number of children on roll</b>                | 106   |
| <b>Name of registered person</b>                 | Crosland, Fiona Teresa  |
| <b>Registered person unique reference number</b> | RP541253  |
| <b>Date of previous inspection</b>               | 28 February 2019  |
| <b>Telephone number</b>                          | 07759406545   |

St Patrick's Out Of School Club registered in 2017 and is located in Huddersfield, West Yorkshire. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications; two are at level 3 and the owner of the club, who is also the manager, holds a qualification at level 6. The club operates from Monday to Friday all year round. Sessions are from 3.35pm until 6pm.

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