

Simply Out Of School St Thomas Of Canterbury



St. Thomas Of Canterbury School, Dartmouth Avenue, Walsall,
Staffordshire WS3 1SP

Inspection date	12 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

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

- Leaders and managers are passionate about providing the best possible opportunities for children while they are in their care. Staff work well as a team to help ensure that the club is a fun place for children to come after a busy day at school. Children say that they 'love coming to play with their friends at the club'.
- Staff are kind, caring and good role models. They encourage children to use good manners. Staff sensitively remind children of behaviour expectations and how they impact on each other. Children play well together, make friends and learn the importance of taking turns and sharing. Children demonstrate high levels of confidence and their behaviour is good.
- Parents are happy with the service provided and feel that staff are very successfully meeting their children's needs. They say that their children are at times reluctant to leave at the end of the day because they are having fun.
- Partnerships with the host school are very good. Staff work closely with teachers and the school's management team to help ensure children's experiences are successfully complemented.
- Children have many opportunities to make choices in their play from the wide range of activities that are on offer. Their work is prominently displayed, which gives children a positive sense of belonging.
- Monitoring of staff practice does not lead to highly focused professional development opportunities for staff to raise their knowledge and skills to the highest level.
- Staff have not established highly effective routines to make sure that the environment is fully prepared before the children arrive.

What the setting needs to do to improve further

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

- monitor staff practices more precisely to help provide highly focused professional development opportunities and to raise the quality of staff knowledge and skills to the highest level
- review the routines for when the children first arrive at the club so that all areas of the environment are ready for children to use.

Inspection activities

- The inspector observed the quality of staff interactions with children during activities indoors and outdoors, and assessed the impact this has on children's experiences.
- The inspector held a meeting with the provider and manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector reviewed a sample of documentation and checked evidence of suitability of all staff working with children.
- The inspector completed a joint evaluation of an activity with a member of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Rupi Phullar

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow should they have concerns about a child in their care. Children are kept safe and secure in the club. All external doors are locked to avoid unauthorised access to the club. Children are supervised at all times. Robust recruitment procedures help to ensure all staff are suitable to work with children. Leaders and managers have regular discussions with staff to review the activities that are on offer. This has a positive impact on the experiences that children receive. Self-evaluation is accurate. Leaders and managers have clear improvement plans to help continue to improve the outcomes for children. They seek the views of parents, staff and children and respond positively to them.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy the time that they spend with their friends at the club. Staff provide activities and resources to match children's interests. Children arrive at the club excited and eager to have a go at the activities that are on offer. Staff are aware that some children want to rest and unwind after a busy day at school. There is provision for children to relax, read or play a quiet game if they choose. Children also have opportunities to make independent choices in their play. For example, some children enjoy finger painting and others take part in role play. Staff interact well with children and enable them to develop their skills. For example, children participate in colouring activity with their friends and build on their physical, social and creative skills. Staff join in children's play skilfully and their interactions with children are good. They ask interesting questions, explore ideas and take a genuine interest in what children say. For example, they talk about the different types of superheroes and which one is their favourite. This helps children to develop their thinking skills and confidence to share their views and opinions with others.

Personal development, behaviour and welfare are good

Children have good relationships with each other and with the staff in the club. Staff frequently praise children for their efforts and achievements. This helps to build children's self-esteem and they develop a sense of belonging. Children wash their hands as part of good hygiene practices. They are provided with a wide range of healthy snacks, which include a variety of fruit and vegetables. Staff encourage children to try new, less familiar items of snack, such as hummus and pitta bread. Children have regular opportunities to be physically active. They enjoy using the well-resourced outdoor play area. Children take manageable risks in their play and develop their climbing and balancing skills using a range of equipment. Some children laugh and giggle as they run around chasing their peers. Other children like to sit with their friends talking about their home life and their school day. Children's understanding of leading healthy lifestyles is supported very well.

Setting details

Unique reference number	EY561391
Local authority	Walsall
Inspection number	10103944
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	5 - 10
Total number of places	24
Number of children on roll	40
Name of registered person	Matthews, Emma Jayne
Registered person unique reference number	RP561390
Date of previous inspection	Not applicable
Telephone number	01656 372910

Simply Out Of School St Thomas of Canterbury registered in 2018 and is located in Walsall. The setting employs two members of childcare staff. Both hold an appropriate early years qualification at level 2 or above. The setting opens from Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.45pm.

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