

Inspection of William Cassidi C Of E Aided Primary School

William Cassidi C Of E Aided Primary School, Morrison Street, Stillington, Stockton
On Tees TS21 1JD

Inspection date:

9 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and confident in the club. They demonstrate that they feel safe and secure as they confidently chat to staff and visitors. Staff know children very well. They take account of children's interests to provide activities that engage them. Staff organise the environment well. They provide comfortable spaces where children can relax and spend time quietly after their school day. For example, children rest on cushions in the hall. Children have daily experiences to develop their physical skills. Older children happily play football together. They follow the rules of the game and give each other 'high fives' when they score a goal. Younger children enjoy playing cooperatively with bats and balls with supportive staff. All children demonstrate good levels of self-esteem. Staff ensure that all children feel included and can join in activities.

Children's behaviour is very good. They play amicably together, listen to each other and take account of each other's views. Children are kind, polite and use lovely manners. For example, they hold the door open for each other and say 'thank you' to the person holding the door. Staff have clear expectations for children's behaviour. They encourage children to build on the skills they have learned at school. Children make marks and develop their writing using chalks on large spaces outdoors. They play games outside, such as hopscotch and noughts and crosses. Indoors, some children choose to draw, write and colour in. Others sit quietly reading books. Staff encourage younger children to count, and recognise shapes and colours. They play card games with older children, encouraging them to take turns and learn the rules of the game. Children enjoy participating in imaginary play and using construction resources. They build detailed models and proudly show staff their creations.

What does the early years setting do well and what does it need to do better?

- Staff provide a very inclusive environment. The club works in close partnership with the host school to meet the needs of all children. Support for children with special educational needs and/or disabilities is excellent. Staff provide individualised support for those children that need it. For example, they provide resources, such as a tent and headphones, for children who are sensitive to sounds.
- Children have excellent relationships with the calm and caring staff. They are interested in what others do and form close friendships as they play. Older children are caring and considerate towards the younger children. They happily involve them in their play.
- Staff continually support children to build on their language skills. They act on children's ideas and value their contributions to conversations. Staff introduce

new vocabulary to children as they play. Children are confident communicators.

- Partnerships with parents are strong. Staff value their views and opinions. They ask parents and children for suggestions as to how they could develop the club further. Staff keep parents well informed about their children's time at the club when they collect their children at the end of the day. Parents speak highly of the club. They comment that their children enjoy attending and that staff are friendly and caring.
- Staff have a good relationship with the staff at the host school where children also attend. They pass on information about children to support consistency of care and learning. The headteacher praises the staff for the good partnerships that they have established with the school.
- Children are encouraged to develop their independence. They choose what they would like to play with. Staff encourage children to develop their self-care skills. For example, younger children put their coats on, wash their hands and use the toilet independently.
- Opportunities are provided for children that strengthen their understanding of the differences between themselves and others. They explore each other's cultures. For example, they learn about Chinese New Year. Children are keen to learn about the world around them. They engage in lively conversations with staff about the moon and the solar system. Children talk freely about their lives and experiences that are important to them.
- Staff provide children with healthy snacks and daily opportunities to play outdoors in the fresh air. Children enjoy taking part in regular baking sessions. However, at times, opportunities are missed to encourage children to develop an awareness of the importance of healthy eating.
- The manager supports staff to understand their responsibilities through regular supervision meetings and appraisals. Staff comment that they feel well supported in their roles. Regular training opportunities are provided for staff to help keep their safeguarding and first-aid knowledge up to date. However, the plans for their professional development are not consistently focused on improving their practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training to ensure that they have an up-to-date understanding of how to protect children. They are able to confidently and accurately describe the signs and symptoms of abuse. Staff have a good knowledge of what to do if they are worried about a child. They know where to report any concerns to. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Children develop their awareness of personal safety. For example, they learn how to keep themselves safe when using the internet.

Setting details

Unique reference number	EY553712
Local authority	Stockton-on-Tees
Inspection number	10133848
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	3 to 10
Total number of places	52
Number of children on roll	48
Name of registered person	HOOT Out of School Club Limited
Registered person unique reference number	RP524450
Telephone number	01740 630270
Date of previous inspection	Not applicable

Information about this early years setting

William Cassidi C Of E Aided Primary School registered in 2017 and is managed by Hoot!! Out of School Ltd. It offers out-of-school care from William Cassidi C Of E Aided Primary School in Stillington, Stockton. The club employs three members of staff. Of these, two hold appropriate qualifications at level 3. The club opens during term time from 7.30am to 9am and 3.15pm to 6pm, Monday to Friday. It opens during the school summer holidays for two weeks from 8am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The manager showed the inspector round the areas of the school that the club uses. She talked about the resources and activities provided for children.
- The inspector observed play opportunities for children indoors and outdoors, and spoke to staff in the club.
- The inspector checked evidence of the staff's suitability and a range of other documentation, including policies and procedures.
- The inspector took account of the views of children, parents and the headteacher from the host school.

We carried out this inspection 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.

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