

Inspection of The Foxes

St Peters C Of E Primary School, Birley Street, Newton Le Willows WA12 9UR

Inspection date: 15 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

The atmosphere in the club is vibrant. Staff work hard to successfully create a welcoming and stimulating environment in this 'pack-away' setting. Children come into the club energetically and settle quickly. They chatter together as they prepare their own snack and talk about their school day. Children freely access the outdoor area. They excitedly try to solve a mystery with torches and magnifying glasses. They shriek with delight as they solve the clues. Children take part in thoughtfully engaging activities. For example, young children make sensory bottles. They concentrate hard and develop the smaller muscles in their hands as they pour water and glitter into the bottles. Children show their creations to others with pride.

Staff are active partners in children's play. Children delight in staff engaging in their role play. Children create a menu and ask staff what they would like to eat in their pretend restaurant. Staff listen well to children and take their views and opinions into account. For example, children are involved in a committee meeting where they plan for the Valentine's ball and other upcoming events. Staff work well to positively reinforce children's good behaviour. Children are reminded of the golden rules and are supported to be respectful of others.

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

- Leaders and managers gather views about the setting from children, parents and staff. They use self-evaluation effectively to bring about positive changes. They have recently implemented 'a star of the week' system, where children and parents vote for children or staff members. This recognises achievements, dedication and positive attitudes. Staff constantly praise and encourage children. Children are recognised for being helpful and kind, and this is displayed on the 'acts of kindness' tree.
- Staff work closely with the linked schools that the children attend. This ensures that children's education is complemented. Staff know the children well. Regular communications between staff of the club and school ensure that all children's needs are met and fully supported. Staff help children to build on existing skills and develop them further. For example, children engage in an activity making play dough and learn to estimate quantities of ingredients. This also supports children to develop the muscles in their hands, which can support skills needed in early writing.
- Children take part in activities of 'mindfulness' at the start of each session. They discuss how they are feeling and explore the emotions of others. Although this benefits some children, the groups are very large. This results in children waiting a long time for their turn and some become disengaged and restless.

- Effective monitoring and supervision of staff is in place. Staff are encouraged to undertake further training to support their professional development. Staff meetings are carefully planned. A newly implemented programme which supports staff's self-reflection, has seen positive impacts on staff interactions with children.
- Staff help children to learn about other cultures. They provide children with experiences associated with different festivals. For example, children explore many artefacts from China to support Chinese New Year. Similarly, they celebrate other festivals, such as 'Peach melba day'. Children explore how to make peach melba in one of their popular baking activities. The club also has a wide range of books and resources which represent different communities, nationalities and families.
- Partnership with parents is good. Parents are happy with the service provided and the quality of care that children receive. Some parents compliment 'the different activities on offer to the children' and the 'flexibility of the service' provided.
- Care routines are well established and help to promote children's emotional security. Children demonstrate that they feel safe at the club. For example, they discuss how they keep themselves safe when using the internet. Children are surrounded by familiar adults who listen to any worries they may have. High regard is taken to the safety of the children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have maintained up-to-date training in safeguarding. Staff understand their responsibilities with regards to safeguarding children. They know how to recognise potential indicators of abuse. Staff know the referral procedure to follow in reporting a concern about a child's welfare. They are aware of wider safeguarding concerns, such as female genital mutilation and spiritual possession. The club has effective arrangements in place to ensure that children are safe online. Staff understand policies and procedures well and they promote children's safety and well-being effectively. For example, staff implement thorough risk assessments and procedures to help to safely collect children from school.

Setting details

Unique reference number	EY550322
Local authority	St Helens
Inspection number	10133743
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 to 10
Total number of places	79
Number of children on roll	130
Name of registered person	The Foxes (Newton) Limited
Registered person unique reference number	RP550321
Telephone number	01925223465
Date of previous inspection	Not applicable

Information about this early years setting

The Foxes registered in 2017. The out-of-school club employs seven members of childcare staff. Of these, five hold appropriate childcare qualifications at level 2 or above. The out-of-school club opens Monday to Friday from 7.30am to 9am and 3.15pm to 6pm, during term time only. During school holiday, care is supplied at another of the company's childcare settings.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- The inspector observed activities and interactions between staff and children.
- Throughout the inspection, the inspector held discussions with the provider, manager, staff and children about the quality of care provided.
- The inspector spoke to parents and took into account their views.
- The provider and the inspector evaluated the effectiveness of an activity together.
- The inspector reviewed a range of documentation, including policies and procedures, first-aid certificates and evidence of the suitability checks.

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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