

Inspection of St Andrew's Before And After School

St. Andrews Primary School, Blackpool Road, Ashton-On-Ribble, Preston,
Lancashire PR2 1EQ

Inspection date:

3 November 2021

**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

Transition into the club is seamless. The consistency of staff between the host school and the club ensures that children form a close bond with staff. Children feel assured when walking to the club alongside their teachers from school. They follow prompts to 'activate their listening ears' and carefully follow instructions from staff. Children are kind and thoughtful. For example, they willingly hold a door open for others to pass through without being asked. Now that the COVID-19 pandemic restrictions have lifted, children are no longer confined to their class 'bubbles' while at the club. This is helping children to build positive relationships with their peers. For example, older children take pleasure in caring for younger children and siblings enjoy linking up with one another during play. Children are clearly very happy and settled at this welcoming and inclusive club.

Staff plan a good range of play experiences for children to engage in both indoors and outside. Children demonstrate a desire to practise their skills from school during their time at the club. For instance, children enjoy forming recognisable letters when making marks in the playground. They say sounds accurately and point out the letters that relate to their name. Children get pleasure out of engaging in ball games with their friends. They demonstrate the ability to throw balls in the right direction and with accurate speed, to ensure that their friends are able to catch them safely.

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

- Partnerships with parents are strong. Staff make time to speak to parents each day. They inform parents about the range of activities that children engage in and share any achievements that children make during their time at the club. Parents report that 'their children are incredibly happy' and they express that 'the club is always calm and inviting'.
- The well-qualified staff introduce ball games, such as 'the hot potato', to build on the skills that children have gained during their physical education sessions in school. Children are confident to take part. They quickly learn that they have to catch the ball and swiftly pass this on to someone else within a given time. Children are motivated to try other sports. They show increasing levels of determination when attempting to jump over a skipping rope.
- Overall, there is a good programme of support and coaching in place for staff. Leaders encourage new staff to follow the lead of senior staff, to help them to become confident and competent practitioners. Staff say that 'they feel valued' and that 'they receive regular thanks and praise for their good work'. Leaders provide some supervision sessions for staff. However, these are often infrequent and they do not focus intently on enhancing staff's good practice further.

- The thoughtful staff actively listen to children and value their ideas. They swiftly introduce board games, such as chess, to build on children's new-found interests. Many children, including some of the youngest children, are keen to engage and are beginning to acquire a good knowledge of the rules.
- Staff teach children to be polite, well mannered and kind to their friends. They use quotes, such as 'teamwork makes the dream work', to inspire children to adopt helpful, kind and considerate attitudes. Children are happy to involve others in their play and demonstrate the ability to take turns. They quickly remember to use their good manners, such as when asking to go to the toilet.
- The friendly staff invite children to make their own choices during play. They allow children to choose whether to play indoors or outside for a large part of the club session. However, staff overlook some opportunities to support children to become more increasingly independent. For example, they do not encourage children to get involved in the preparation of healthy snacks and drinks on arrival. Additionally, they do not urge children to try to zip up their own coats before going outdoors to play.
- Children express a desire to create colourful 'firework' pictures using a variety of art materials. They use words, such as 'swirls', to describe the various patterns that they have designed. Children demonstrate high levels of self-confidence. They proudly show staff and visitors what they have accomplished and thrive on the positive praise that they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance within the club. Recruitment and induction procedures are robust and ensure that staff are skilled and suitable for their role. Staff complete regular safeguarding training. They have a good knowledge of the signs and symptoms of abuse and know the procedures to follow to protect children's welfare. Regular 'inset' days contribute towards ensuring that staff keep their knowledge of safeguarding up to date. Staff show a high regard for children's safety. They take effective steps to keep children safe. For instance, during the winter months when daylight hours are reduced, staff encourage children to return indoors when darkness begins to fall. This helps to ensure that children remain seen and accounted for at all times.

Setting details

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| Unique reference number | EY560553 |
| Local authority | Lancashire |
| Inspection number | 10190777 |
| 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 at time of inspection | 4 to 11 |
| Total number of places | 45 |
| Number of children on roll | 65 |
| Name of registered person | Grealis, Cheryl Louise |
| Registered person unique reference number | RP560552 |
| Telephone number | 07941317641 |
| Date of previous inspection | Not applicable |

Information about this early years setting

St Andrew's Before And After School registered in 2018. The club employs 11 members of childcare staff. Of these, three hold appropriate qualifications at level 2, five hold appropriate qualifications at level 3 and one member of staff holds qualified teacher status. The club is open Monday to Friday, from 7.50am to 8.50am and from 3.20pm to 5.30pm, during term time. An additional holiday club runs during some school holidays.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager showed the inspector the areas of the premises that children have access to and discussed how they create and plan for the play environment.
- The inspector observed the quality of interactions between staff and children during indoor and outdoor play.
- Discussions were held with the manager, the early years foundation stage leader, the staff and children at appropriate times during the inspection.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training and policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

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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