

Inspection of St Anthony's After School Club

The Annexe, St. Anthonys Drive, Preston, Lancashire PR2 3SQ

Inspection date:

23 November 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children have fun in the welcoming and secure setting. They are enthusiastic as they arrive, eager to meet friends and play. Children are relaxed and comfortable in their surroundings. The setting offers a range of spaces for children to play. In the morning, children use a smaller room for breakfast and activities. In the afternoon, children also make use of a larger room. This room is filled with resources that children can access independently. Children are able to move freely between these spaces and make choices about how they spend their time. They have opportunities to play outside. Children use the local school playground, which provides a secure space for them to play. They develop their physical skills as they ride bikes and scooters.

Older children act as role models for younger children. Behaviour expectations are clear and children behave well. Children have shared their ideas for the setting's new menu, while staff have ensured that it is balanced and nutritious. Children's contributions are valued, which helps to build their confidence and positive self-esteem. Children take part in a variety of activities each day, such as colouring competitions. All children are encouraged to take part. This helps to build a sense of community. New children are warmly welcomed and quickly build positive relationships with staff. This helps children to feel happy and safe.

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

- Children are eager to take part in activities. Staff encourage small groups to play together and extend each other's ideas. For example, children use magnetic blocks to build structures. As a result, children of all ages play happily together.
- Children show a high level of respect for one another and for staff. For example, children sit on the carpet and listen intently to one another as they share their thoughts with the group. This helps to develop children's confidence and focus.
- The setting provides good support for children with special educational needs and/or disabilities (SEND). Staff work closely with parents to learn about children's needs. This helps staff to adapt their provision to help children with SEND to feel settled and content.
- Children know what is expected of them and follow familiar routines, which are firmly embedded. For example, when children are asked to tidy up they do so immediately, working together with staff to put everything away. Children listen to staff and follow instructions without hesitation. Children's behaviour is excellent.
- Children are encouraged to develop their independence skills. For example, children of all ages collect their belongings before going to school. Children are encouraged to put on their own coats. Children develop a sense of responsibility.

- Staff have positive and caring relationships with children. Children are keen to involve adults in their play. For example, when they take part in creative mark making. Children talk to staff about their home and school life. They feel confident and settled in their environment.
- Communication with parents is strong. Staff have detailed conversations with parents each day. The longstanding manager has good relationships with parents, which helps to promote positive partnerships and a consistency of care for children.
- The nominated individual provides support to the manager and the staff team. Staff complete training such as food hygiene to help them to fulfil their roles. Staff praise the support they receive from the manager, which helps them to fulfil their roles to the best of their ability.
- Staff communicate with teachers at school when needed. However, there is occasionally miscommunication between the school and the setting, for example, regarding term dates. This can lead to confusion for parents. Communication between the setting and school could be strengthened to promote consistency.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the different types of abuse. They know what the signs are and how to report any concerns that they may have. Staff take part in training to keep their safeguarding knowledge up to date. The setting has robust procedures in place for recruiting new staff members. This helps to ensure that any new staff members are suitable to work with children. Children exit the building through the back door, walking immediately into the school grounds. Staff supervise children appropriately while walking. This helps staff to keep children safe. Allergies and dietary preferences are managed well. The setting operates a policy of no nuts, which helps to keep children with allergies safe.

Setting details

Unique reference number	EY293552
Local authority	Lancashire
Inspection number	10234867
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	90
Name of registered person	St Anthony's After School Club Committee
Registered person unique reference number	RP524983
Telephone number	07507304908
Date of previous inspection	23 November 2016

Information about this early years setting

St Anthony's After School Club registered in 2005 and is based in the Fulwood area of Preston. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at 3 and one at level 4. The setting opens from Monday to Friday, during term time. Sessions are from 7.30am until 8.45am and 3.15pm until 6pm.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of care being provided and assessed the impact that this was having on children.
- The inspector carried out discussions with the nominated individual and the setting manager.
- The nominated individual and the setting manager provided the inspector with a sample of key documentation on request.

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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