

Inspection of St Thomas After School Club

St Thomas Parish Centre, St Thomas Road, Lytham St Annes FY8 1JL

Inspection date:

25 January 2024

**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 thoroughly enjoy attending this after-school provision. They eagerly enter, chatting about their day at school with their friends and staff. They quickly store their belongings away, showing that they understand the routines. Staff warmly greet children and there is a relaxed and welcoming atmosphere.

Staff ensure that there are a wide range of activities and resources available for children that support their interests. For example, some children go straight to the football area and discuss which position they are going to play, while others sit with staff and start to make their own bracelets. Children have lots of choice and instigate their own play. Staff are very skilful at knowing when to intervene in children's play and when to let children explore and find things out by themselves. Children delight in making up their own games. For example, they decide to put on a show and ask for the dressing-up box as they talk about the characters in their play.

Children are kind and considerate towards one another. Older children independently offer to help younger children as they play. For example, they help children in the early years foundation stage to jump over a moving object and catch a ball.

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

- Staff carefully consider the environment and the types of activities that children can enjoy. For example, some children choose to sit quietly and read a book, while others go for 'a world record' as they count how many skips they can do. Younger children have their own designated area and enjoy exploring glittery dough and a range of tools. Some children practise activities that they have done in school. For example, they draw trees with roots. These opportunities complement children's learning in school.
- Positive behaviour is a key strength of this setting. Staff have high expectations, offer consistent praise, and help children as they play. For example, if staff need to gain children's attention, they clap a rhythm and then the children clap the rhythm back. All children stop what they are doing and listen carefully. Children are given special responsibilities. For example, they help to undertake risk assessments. Children exhibit superb behaviour.
- Staff support children's overall well-being and include children in decision-making. For example, children have recently designed a planting area outside in which to grow bulbs for spring. This helps children to feel that they can contribute to the setting and supports their confidence and self-esteem.
- Children enjoy a range of healthy snacks. They share that they particularly enjoy

warm snacks and drinks of hot chocolate in the colder months. Children have the opportunity to play outside and build their physical skills. In the summer months, they enjoy growing vegetables and tending to them in a growing area. These opportunities help children to understand the benefits of leading a healthy lifestyle.

- Well-established partnerships are in place with other professionals. Some staff work in school and know children's unique needs well. They share information from teachers to parents. As children start at the setting, staff visit the classroom and introduce themselves. This helps children to settle and feel secure when they start.
- Parents are very complimentary about the care that their children receive at the setting. They particularly value the relationships that staff build with children and the communication between the setting and home. Parents said that during the COVID-19 pandemic the setting felt like extended family. These partnerships help to build consistency of care for children.
- The staff work closely as a team. They hold regular meetings and training events. New staff say that they feel supported by the manager. Some of the staff also work in school settings during the day and this means that they have a wide range of skills to share with colleagues, which benefit children. Staff share the same expectations for children and have the same vision in offering high-quality care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY494707
Local authority	Lancashire
Inspection number	10311824
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	40
Number of children on roll	65
Name of registered person	St Thomas After School Club Committee
Registered person unique reference number	RP534978
Telephone number	07757360397
Date of previous inspection	11 April 2018

Information about this early years setting

St Thomas After School Club registered in 2015. The club employs seven members of childcare staff, including the nominated individual for the committee. Of these, four hold appropriate early years qualifications between level 2 and level 5. The club opens from Monday to Friday, during term time only. Sessions are from 7.15am to 8.45am and 3.25pm to 5.30pm.

Information about this inspection

Inspector

Elisia Lee

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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