

# School's Out @ St Teresa's

St. Teresa's Primary School, Stanley Grove, Penwortham, PRESTON, PR1 0JH

## Inspection date

Previous inspection date

21/12/2012

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The club is vibrant and children enjoy being active and energetic through lively games both indoors and outside.
- Children learn and develop well as they are looked after by caring and enthusiastic staff.
- Staff know children very well because they have strong links with parents and home life.

### It is not yet outstanding because

- Planning of activities does not yet take account of all information about children's individual needs and interests.
- Information about children is not fully shared with the school to be sure that they work together to meet their needs.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the imagination room, school hall, kitchen and outside play area.
- The inspector spoke with the manager, practitioners and children.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress, evidence of suitability of practitioners working within the setting, and a range of other documentation.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Schools Out @St Teresa's was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom in St. Teresa's Primary School in Penwortham, Lancashire. The club is accessible to all children. It operates a breakfast club from 7.30am to 9am and after school from 3pm to 6pm.

6pm during term. Holiday club runs over most holidays from 7.30am to 6pm. The club accesses the fully enclosed school playground for outdoor play.

The club employs five members of childcare staff. Of these, one is currently working towards an appropriate level 5 qualification; three hold early years qualifications at level 3 and one is unqualified. Children attend for a variety of sessions. There are currently 50 children on roll, of these 12 are in the early years age range. The club receives support from the local authority development worker.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the planning of activities, which take account of children's individual needs and interests
- work together with the school by sharing relevant information about children to fully meet their needs.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

This is a lively and active out of school club where children have fun and socialise with friends, complimenting their structured day in school. A variety of activities and resources are available to the children. These meet their needs after school hours, including a strong focus on active indoor and outside play. The atmosphere is vibrant and busy, yet quiet areas are also available for those who choose to rest and relax. Planning is flexible and influenced by the children's choices, ideas and play preferences, meeting their individual needs. However, planning linked to observation and assessment is not always accurately linked to children's learning and development levels. Staff know children very well and set out some toys, which they know individual children will enjoy and support their choices throughout the session.

Caring and enthusiastic staff use very good interactive skills. These have a positive impact upon children's learning and development, so that they make good progress across all areas of learning. For example, children playing bingo with Christmas silhouette images and are encouraged to recognise detail in the pictures to help identify them. This extends children's learning as they look for visual clues and participate more fully. Active play outdoors and in the school hall is a highlight for the children as they enjoy dancing

competitions, 'What's the time Mr Wolf?' and the very energetic and amusing game of 'tails'.

The key person system is successful in forming links with parents and ensuring that children's needs are met. Daily discussion takes place on collection and this means that parents are well informed about their child's activities and their successes are celebrated. Home links are further supported through 'George's diary'. George the monkey goes home with children and they record his adventures in the diary. This means that children are learning new ways to express themselves and learn that writing has meaning.

### **The contribution of the early years provision to the well-being of children**

Effective systems are in place to ensure that children soon settle and feel secure at the club. Staff act as good role models and work well as a team to ensure children's safety and welfare is supported at all times. Staff have high expectations of the children and encourage them to become independent, curious learners. As a result, children have high levels of self-esteem, are confident and communicate their feelings effectively. For example, they ask for help when they need it. They are able to initiate their own play and manage their own personal care. Children sit together to eat and socialise. This means that they are learning to be independent and make choices as part of a healthy lifestyle. They are able to choose and serve their own snacks from a healthy, colourful and inviting selection. Children have input into the weekly menu, which is displayed on the notice board. For example a recent request for 'hotpot' for the afternoon snack is incorporated into the following week's menu.

Children's behaviour is excellent at the club. Staff encourage them to be fully independent and put strategies in place to enable them to take responsibility for their own and others well-being. Staff give clear messages to children about behaviour expectations and minor issues are dealt with appropriately. Positive behaviour is reinforced and rewarded through a team point's scheme for good behaviour, volunteering to help and being kind to others. This fosters a positive environment of teamwork and competition; useful skills for the future.

The well-resourced environment offers children every opportunity to make good progress in all seven areas of learning indoors and outside.

### **The effectiveness of the leadership and management of the early years provision**

The management and staff fully understand their responsibility to deliver the Early Years Foundation Stage to young children in the club. In the short time the club has been running ideas have been developed and are almost fully implemented. The methods of observing and assessing children is in place and staff are now moving to include this into planning, further aiming at specific individual needs.

The management team are confident in identifying strengths and weaknesses. They show commitment and drive to improve and demonstrate a history of development since

registration. For example, staff and children are consulted about the toys they would like in the outdoor play space and new furniture for inside. As a result new equipment has been purchased that stimulates children's interests and meets their learning needs. Staff are committed to continued training, including one member of staff currently working towards a degree in early years.

Partnerships with parents are strong and contribute well to the care of children. However, partnerships with the school are weaker and do not yet work to fully support their learning and development. Documentation to support children's health, safety and well-being are well written and understood by staff and parents. Staff fully understand their responsibilities to safeguard children in their care. They are aware of what action to take should they have a concern about a child. All staff are subject to a Criminal Records Bureau check and complete safeguarding children training as part of their ongoing professional development. A culture of support and teamwork amongst staff and management ensures that children benefit from a skilled and enthusiastic team.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448639
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	804871
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Sarah Rose Winkley
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772 742331

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

