

# St. Andrew's Out Of School Clubs



St. Andrews C of E Primary School, Springfield Street, Oswaldtwistle, Accrington, Lancashire, BB5 3LG

<b>Inspection date</b>	25 May 2017
Previous inspection date	23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership is strong. They set high expectations and show a clear commitment to ongoing evaluation and reflection of practice to further improve the quality of the club.
- Staff use their knowledge about how children learn to provide an extensive range of good quality play experiences. This helps children to make good progress in their learning and develop many skills for the future.
- Children behave very well. Staff work across the club and within the host school. This provides children with consistency of care and supports their emotional well-being. Staff praise and acknowledge children's efforts, supporting their self-esteem.
- Children's independence is promoted very well through routines and accessibility to extremely well resourced indoor and outdoor learning environments.
- Leaders and staff work closely with other professionals to ensure children who require intervention receive the personalised support they need to help them make the best progress possible.

### It is not yet outstanding because:

- Leaders do not yet place high enough rigour in how they monitor and guide staff towards extending their quality of teaching to an outstanding level.
- Staff do not always gather detailed information from all parents about their children's unique skills and abilities, in order to help them plan and complement their learning to a higher level.

## What the setting needs to do to improve further

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

- extend the process for monitoring staff performance and implement more-rigorous supervision that raises the quality of teaching even further
- enhance the processes even further for promoting the sharing of detailed information with parents about children's unique skills and abilities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a number of staff who across the clubs and interacted with children at appropriate times throughout the inspection.
- The inspector evaluated activities and discussed the impact on children's learning with the foundation stage lead.
- The inspector held meetings with the headteacher, foundation stage lead and the special needs coordinator. The inspector looked at relevant documentation, such as the self-evaluation and checked evidence of the suitability of staff working in the clubs.
- The inspector spoke to a number of parents during the inspection and also took account of their views in written form.

### Inspector

Hilary Boyd

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders, who also play a leadership role in the host school, implement processes to help ensure staff are knowledgeable about child protection and wider safeguarding issues. Joint safeguarding procedures help ensure consistency in promoting children's safety and welfare. The majority of staff are qualified and leaders provide regular opportunities for them to develop their personal skills and knowledge. For example, staff have attended specific training around ways to further promote children's communication and language skills, such as understanding the use of signing. Leaders involve staff, parents, children and other professionals in the reflection of practice, and their views are considered when planning improvements to practice.

### Quality of teaching, learning and assessment is good

Staff observe children and use this knowledge alongside their interests to deliver play experiences that stimulate their learning. For example, they eagerly search for hidden treasure following an interest in pirates. Leaders meet regularly with staff to discuss children's learning and use close analysis of tracking to identify changes. For instance, staff have enhanced the resources provided to further promote children's opportunities to access technology and learn about the world. Staff invite parents to stay-and-play sessions and this provides additional ways to help them extend their children's learning. Children at the breakfast and after-school club are happy and enjoy various activities that they find highly motivating, such as games, creative and outdoor play.

### Personal development, behaviour and welfare are good

Children are content and show good levels of involvement in play experiences that motivate their learning. Positive relationships between children and staff are observed. For example, some children seek cuddles from staff and each other. Children mix well together. For example, older children praise the artwork younger children create. This helps to promote their self-esteem. Children enjoy being physically active and staff deliver an array of activities that positively promotes children's physical skills, including Forest School experiences. They learn about ways to manage their own safety and younger children learn how to navigate safely across the learning environments.

### Outcomes for children are good

All children, including those who are funded and who have special educational needs and/or disabilities, make good progress from the time they first start. Children take part in activities that helps to promote their early literacy skills. For example, older children develop their muscle control helping them with future writing. Younger children enjoy listening to stories and singing along to their favourite nursery rhymes. Children learn about some aspects of early numeracy skills, such as counting, sorting and matching.

## Setting details

<b>Unique reference number</b>	EY360866
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1093162
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	112
<b>Number of children on roll</b>	186
<b>Name of registered person</b>	St.Andrew's Out Of School Clubs
<b>Registered person unique reference number</b>	RP527261
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01254 231 279

St. Andrew's Out of School Clubs registered in 2007 and is situated in Oswaldtwistle in Accrington, Lancashire. The club employs 25 members of staff. Of these, 19 hold appropriate early years qualifications, including four at level 2, seven at level 3, one at level 4, four at level 5 and three at level 6. The out-of-school club is open, from 7.45am until 9am and from 3.15pm until 6pm during term time, and from 8am until 6pm in the school holidays. The pre-school and two-year provision is open, from 9am until 3.15pm during term time only. The pre-school and two-year provision provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs and/or disabilities.

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