

# All Angels Out Of School Club



St Marys Catholic Primary School, Haig Avenue, Leyland, PR25 2QA

<b>Inspection date</b>	13 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Managers communicate well with staff at the schools that children attend. This helps to support continuity in children's care and learning.
- Children are very well supervised at all times. Staff safely escort them to the club from their classrooms or while walking from a nearby school.
- Staff know about the skills that children are learning at school and they provide experiences that complement them.
- Staff build good partnerships with parents. They keep parents informed about their children's achievements in the club and share information transferred from school.
- Different ages of children from a variety of schools play together cooperatively. Younger children look up to older children. Older children play alongside them or sensitively and diplomatically help them to find others to play with.
- Staff share strong, trusting relationships with children and they offer good support for their emotional well-being.

### It is not yet outstanding because:

- Resources are not fully accessible for young children and this occasionally limits the choices that they make during their play.
- Supervision systems do not fully identify staff's individual training needs.

## What the setting needs to do to improve further

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

- review the organisation and accessibility of resources that help the youngest children to make choices during their play
- enhance systems for staff supervision that identify professional development opportunities that better support their practice.

### Inspection activities

- The inspector observed the quality of experiences during activities indoors and outdoors.
- The inspector completed a joint observation with one of the managers.
- The inspector held a meeting with the managers, including discussing the self-evaluation of the setting.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their role in safeguarding. They know what may cause them concern about a child. Staff understand the procedures to follow if they are concerned about a child or an adult at the club. Managers keep themselves up to date with the local authority's safeguarding procedures to help to protect children. Staff are thoroughly checked before commencing employment at the club and robust recruitment procedures help to keep children safe. Managers liaise closely with schools and external agencies, where necessary, to better support children and families. Overall, staff supervision and appraisal is routinely in place. Thorough daily checks are undertaken to minimise hazards in the environment. Any accidents are dealt with by appropriately first-aid trained staff. Managers analyse records of accidents to support their ongoing risk assessments. Managers have a strong focus on driving the quality of practice forwards. They gather the views of others to support their self-evaluation.

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

Staff take into consideration the interests of young children when they plan activities. On entry, parents share what they know about their children to help staff to know about their likes and interests. Meetings with teachers help managers to plan effectively and take into account topics that children are learning about in school. Staff know how to make adjustments to cater for the needs of children who have special educational needs or disability. Managers encourage staff to review and reflect on planned activities, in order to continually improve the quality of experiences. Overall, children have free access to the indoor and outdoor environments and resources. They enjoy painting and staff support them to paint their names on to their artwork. This complements their learning in school. Children are taught how to use equipment safely and manage some risk appropriate to their ages. For example, children are guided to use scissors to make their own creations.

### Personal development, behaviour and welfare are good

Children are well behaved and staff liaise with school staff and parents to support children's positive behaviour. Staff praise children for their efforts and give them responsibilities appropriate to their ages. Clear routines are in place and children understand what is expected of them. For example, they are motivated to hang up their own belongings and clear away their own snack plates. Good health and hygiene practices are encouraged and children are independent in personal care tasks. Children are highly active in a spacious outdoor area. They enjoy exercising and using the physical equipment in the school grounds. This helps support their physical well-being. The key-person system helps to ensure that children make a settled start. Children are happy and relaxed in their play and staff are friendly and approachable. Both children and their parents comment that they enjoy their time in the club.

## Setting details

<b>Unique reference number</b>	EY489555
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1018241
<b>Type of provision</b>	Out of school 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>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	All Angels Out Of School Club Partnership
<b>Registered person unique reference number</b>	RP534616
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07478455004

All Angels Out Of School Club was registered in 2015. The club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until 8.50am and 3.10pm until 5.55pm. The club supports children who have special educational needs or disability.

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