

# St Luke's After School Club



St Luke's C E Primary School, Jubilee Road, Formby, Liverpool, Merseyside, L37 2HW

## Inspection date

7 July 2015

Previous inspection date

5 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children benefit from access to an exceptional range of enjoyable activities that are planned to develop their thinking skills and boost their confidence. As a result, children are highly motivated to continue in their learning.
- Excellent links with the wider community enable children to learn from the expertise of others. For example, a recent visit from a local vet allowed children to learn how to care for their pets.
- Staff have a robust understanding of safeguarding procedures and policies and their responsibilities in keeping children safe. Managers complete in-depth training and ensure that staff frequently update their knowledge.
- In this busy club, children spend some time in smaller groups. This means that all children receive individual attention from kind and attentive staff who know them very well, ensuring children feel emotionally secure.
- Partnerships with parents are outstanding. Parents provide staff with detailed information about their child's individual needs and receive regular updates about their child's continuing progress. Parents share their knowledge to support children's learning. For example, a parent who is a dental hygienist provided toothbrushes and props to teach children good oral hygiene.
- Staff encourage children to voice their opinions. Children make suggestions, take responsibility for completing tasks and evaluate the club. Staff take note and adapt activities and routines. As a result, children are developing skills that support their ongoing learning.
- Well-qualified staff use their additional skills and experience to extend children's learning. For example, they provide weekly drama sessions.

## What the setting needs to do to improve further

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

- review the arrangement of space in the main hall to provide a comfortable seating area, where children can choose to sit and relax.

### Inspection activities

- The inspector looked at relevant documentation, including children's records, staff records, health and safety procedures and a range of policies, including information of the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the indoor and outside play areas.
- The inspector spoke with children and staff, and held a meeting with the provider/manager and deputy manager.
- The inspector took into account the views of parents and carers spoken to during the inspection.

### Inspector

Valerie Aspinall

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Very effective partnerships with the host school contribute to a strongly coordinated approach to children's ongoing learning. Children continue to develop their skills, as staff plan activities to build on what they can already do. For example, children enjoy making butterfly pictures, using a mirror to examine symmetry in the patterns they create. Staff encourage children to contribute to activity plans by making mind maps with their suggestions to develop their own ideas further. Children learn new skills. For example, French lessons twice a week are focused on building children's confidence in speaking. They are all very keen to try out their French because the session is taught in a lively and fun way. Drama sessions encourage children to develop their own creative ideas through acting. For example, children enjoy taking on the role of different wild animals.

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

The club has a continual focus on promoting children's good health through physical activity and healthy eating. Children attend specialist sports coaching sessions twice a week, play outdoors in the fresh air and learn about the benefits of eating fruit and vegetables. Cooking sessions and visits from local supermarket staff encourage children to try different foods. For example, children bake and taste various types of bread to encourage them to eat less white bread. Children learn to use knives to carefully cut up fruit and vegetables and they learn about road safety and stranger danger. They identify potential hazards because staff teach them to assess risks themselves. Children are kind and caring. Older children support younger children with simple tasks, such as serving themselves snack. When children show an interest in zoo animals, staff arrange for the club to adopt various animals and raise funds for animal charities. As a result, children gain a growing awareness of how they can contribute to worthwhile causes. Children play very well together across age groups because staff plan activities they can all participate in. However, in the main hall there is no comfortable seating area where children can sit and relax together.

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

The manager has put very effective systems in place to ensure the club continues to be outstanding. The manager and deputy manager continually reflect on the club's areas of strength and development, and actively seek the views of children and parents in order to drive improvements. For example, the addition of an extra door bell now means staff can respond more swiftly to parents arriving to collect children. Robust methods of appraising staff practice ensure that all staff have access to ongoing training and support, contributing to their very effective practice. Consequently, all staff have a clear understanding of the requirements of the Early Years Foundation Stage and are able to provide an exceptional level of care for children. The manager and deputy manager are very organised and thorough, keeping meticulous records to ensure children's individual needs are met and their interests are developed through careful observation and planning.

## Setting details

<b>Unique reference number</b>	503794
<b>Local authority</b>	Sefton
<b>Inspection number</b>	847979
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	109
<b>Name of provider</b>	St Luke's After School Club Committee
<b>Date of previous inspection</b>	5 February 2009
<b>Telephone number</b>	07976 895 052

St Luke's After School Club is provided by a committee and was registered in 2001. The club employs nine members of childcare staff. Of these, four hold an appropriate early years qualification at level 3, and one at level 6. The club opens from Monday to Friday during term time. Sessions are from 7.45am until 8.45am and 3.15pm until 6pm, except for Fridays when the club opens at 2.45pm. The club operates during some of the school holidays, typically for one week in February, one week at Easter, one week in May and three weeks in August. The operating hours during school holidays are 7.45am until 6pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

