

Lamesley Childcare@ St John Boste



St John Boste Rc Primary School, Castle Road, Washington, NE38 0HL

Inspection date	13 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff have developed good links with the host primary school and share relevant information to ensure children's individual needs are met. The activities at the club complement and enhance the learning that takes place at school.
- Most staff are well qualified. Staff benefit from frequent meetings with the management team to discuss their performance and set targets for further professional development. This helps to support the good practice that children benefit from.
- Children benefit from being cared for by a strong staff team who is knowledgeable and committed to continual improvement. Staff take into account the views of parents and children in this process.
- Staff support children's learning through fun and interesting activities. They interact well with children, engaging them in valuable conversations. Staff ask questions to encourage children to express their thoughts and ideas and to talk about their experiences.
- Children enjoy attending the fun and stimulating club where they are cared for by staff who know them well, making them feel valued and safe. Children are always busy and display good levels of confidence and motivation to join in.

It is not yet outstanding because:

- Staff do not always obtain as much information as possible from all parents to help them provide the best possible support for children's play when they start at the club.
- At times, staff do not always make the most of opportunities that arise to help children solve simple calculations.

What the setting needs to do to improve further

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

- strengthen partnership working with parents, so that information about children's individual needs and development is shared in greater detail to help staff to complement children's learning from the outset
- make better use of all opportunities to help children solve simple calculations during their play.

Inspection activities

- The inspector observed the quality of staff interactions with children during activities indoors.
- The inspector talked to the staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the club.
- The inspector took account of parents written feedback and views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse and neglect. Staff working directly with children are suitable to do so. Also, vetting procedures and ongoing checks are effective. There is a successful system of recruitment, induction, supervision and training for all staff, helping to ensure their continued suitability and professional development. Staff also share any updated knowledge and skills gained from training and individual research. Senior managers and staff frequently reflect on the practice within the club to ensure that they continue to move forward and sustain improvement. Overall, relationships developed with parents are positive. Staff make time to talk to parents daily to share information. This means that all children, including those who speak English as an additional language, benefit from continuity in their care and learning.

Quality of teaching, learning and assessment is good

Children are very happy and settled as they arrive at the club eager to talk to staff and participate in the activities on offer. Staff understand that children have different needs at the end of a busy school day. They thoughtfully plan and provide a variety of activities that engages children in purposeful play. Children enjoy interactions with staff who are approachable and willing participants in child-led activities. This friendly approach helps to provide a sense of fun and encourages a relaxed and calming environment. Staff seek information from teachers, which they use in their planning. This helps staff build on the learning that takes place in school. Children have plenty of space to play and they happily explore, investigate and express their creativity. They become engaged in activities that hold their concentration for long periods of time. For example, children make various insects from recyclable material and with support from staff, they write a story about their creature. Children are proud of their creations and staff reward their achievements through verbal praise and encouragement. As a result, children are increasingly confident and develop a positive attitude that will help them with their future learning.

Personal development, behaviour and welfare are good

The key-person system clearly works in practice. Key persons provide children with a familiar adult to relate to and support when they first start at the club. This helps children to form positive relationships with staff and their peers. Older children support younger children and teach them how to play games, such as snooker and other table-top games. Staff are good role models and use consistently applied strategies which match those in school, in order to encourage positive behaviour. Children are polite, respectful and well behaved. They help to devise club rules and demonstrate a good understanding of the boundaries and expectations set within the group. Children are independent and have good self-esteem. They can make choices and decisions about what they want to do. Staff respect children's choices and value their contributions. Regular feedback from children is sought through conversations with staff to help ensure that the club remains responsive to their needs and interests. Staff teach children how to play safely. For example, they explain to them the importance of using the snooker cue in a sensible way and holding it correctly, so that they do not hurt other children with it.

Setting details

Unique reference number	EY489445
Local authority	Sunderland
Inspection number	1016748
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	30
Number of children on roll	56
Name of registered person	Lamesley Childcare
Registered person unique reference number	RP909148
Date of previous inspection	Not applicable
Telephone number	07540222091

Lamesley Childcare @ St John Boste was registered in 2015. The club employs four members of staff. Of these, two hold an appropriate early years qualification at level 3, one holds level 2 and one is unqualified. The club opens Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3.05pm until 6pm. The club supports children who speak English as an additional language.

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