

# St Helen's After School and Holiday Club

St. Helens C of E Primary School, Greenhill, Alveston, BRISTOL BS35 2QX



<b>Inspection date</b>	30 August 2018
Previous inspection date	8 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is outstanding

- The highly experienced manager and her skilful team work tirelessly to improve their excellent provision continually. A wide range of further professional development for staff has a very positive impact for the children's well-being and learning.
- The club operates a particularly effective 'buddy' system, whereby older children support younger children and newcomers to the club. They act as helpful guides and children soon develop self-confidence and feel integrated into the club. Children's behaviour is exemplary. They are exceptionally thoughtful, friendly and kind.
- Children enjoy an impressive range of resources indoors and outdoors. These include a woodland area, school playing fields and an all-weather sports pitch. Opportunities to develop physical, creative and problem-solving skills are excellent.
- Children play a full part in all aspects of the club. Staff facilitate play very well and help children to devise club rules. For example, children tidy up after themselves and wash hands without prompting. They access their own drinks, and prepare snacks and lunches with confidence and ease. Children develop excellent independence and a very strong sense of ownership and belonging at the club.
- Staff get to know, understand and listen to children extremely well. They demonstrate great respect for children's thoughts, ideas and choices. Children of all backgrounds thrive through their genuine kindness, care and attention.

## What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to learn even more about their wider community as part of the identified plans for ongoing improvement.

### Inspection activities

- The inspector observed children and staff interacting together during activities.
- The inspector spoke with the parents and took account of their views.
- The inspector and the manager carried out a joint observation and discussed their findings.
- The inspector talked with the manager and staff about their understanding of safeguarding and checked required documentation.
- The inspector discussed self-evaluation and professional development with the manager and staff.

### Inspector

Amanda Burn

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager ensures that staff are up to date with all essential training and legislation. All safety procedures are rigorous and implemented to a very high level. All staff know the procedures to follow should they have a concern about any child. Safeguarding is effective. The manager invites and considers feedback from children, staff and parents to drive further improvements. For example, they used suggestions to use the woodland area more frequently. The manager ensured staff had further training to make this possible. Now staff use the woodland on most days. This has helped to enhance children's opportunities significantly to enjoy and learn in nature. Positive and effective relationships and partnerships are at the heart of the provision. Parents say they always receive key messages from school and staff keep them very well informed about club activities. They describe the link between home, school and club life as 'seamless'. Children benefit greatly from the excellent consistency this provides for their care and development.

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

The skilful staff thoroughly enjoy devising new and challenging activities, which are highly motivating and beneficial for children. For example, when children wanted more water play, staff devised an activity whereby children worked in mixed-age teams. They had to block holes in drainpipes and fill them to the top with water against the clock. This very effectively helped children develop their skills in mathematics and science, as well as collaboration and teamwork. Staff take note of children's school targets and incorporate them into club activities very well. For example, staff support children to develop their storytelling skills through role play. Children enjoy learning about diversity and the wider world through projects, such as 'international' week. Staff have identified that children could learn even more about their wider community through more frequent local outings. However, despite staff having plans for these outings in the near future, they have not been started.

### Personal development, behaviour and welfare are outstanding

Staff are highly successful at creating routines which support and meet children's needs to a high level. They respect and value all children as unique individuals. Turn taking, sharing and collaboration are deeply embedded into the way children and staff interact. For example, when making a stretchy dough called 'slime', children enjoy taking turns to read the recipe, mix and colour the dough. When dividing the dough between the group, children spontaneously ensure everyone has their fair share. Some children are fascinated to find they can stretch their dough out so thinly that they can see through it. Staff use such opportunities to introduce new words, such as 'transparent', which helps develop children's vocabulary very well. Some of the children race off to find bags for everyone else to take the dough home. Staff praise them for taking the initiative and children thank them too, which adds to their confidence. Later, the children relax over a shared lunch. They chat together about all sorts of topics and interests. Everyone is included, and all exude great happiness, emotional well-being, independence and self-confidence.

## Setting details

<b>Unique reference number</b>	EY406528
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10060693
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	173
<b>Name of registered person</b>	Purchase, Catherine Anne
<b>Registered person unique reference number</b>	RP901334
<b>Date of previous inspection</b>	8 April 2015
<b>Telephone number</b>	07767 218709

St Helen's After School and Holiday Club registered in 2010. It is a privately owned club and one of seven in the chain. The club operates from 3.30pm until 6pm each weekday, during term time. It operates from 8am to 6pm each weekday for all holidays, except for the Christmas holiday. The club employs 16 staff, eight of whom hold appropriate early years qualifications.

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