

# Dainty Little Hands At St Giles Church Of England Primary School



St. Giles C Of E Church, Walsall Street, Willenhall, Staffordshire WV13  
2ER

<b>Inspection date</b>	16 May 2019
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 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 follow robust procedures for collecting children from the school. They keep each other informed when children go home or arrive at the club from school activities. This helps to ensure that children are safe and accounted for at all times.
- Children develop close attachments to the enthusiastic and caring staff. Staff promote children's self-esteem effectively in many ways. For example, they listen with genuine interest to what children have to say about their day. This helps to create a warm and relaxed environment and supports children's emotional well-being effectively.
- Management supports staff to attend a variety of training courses and encourages them to use the skills gained to enhance children's enjoyment and experiences in the club.
- Staff are good role models. They are friendly and playful in their interactions with each other and the children. They provide clear guidance for children about expected behaviour in the club. Children behave very well.
- The hardworking and approachable manager is committed to providing high-quality care for children. Overall, self-evaluation is effective. She seeks the views of staff, children and parents regularly to help to identify strengths and target areas for improvement.
- The manager and staff do not consistently organise routines effectively to minimise times when children are kept waiting and not actively involved in activities.
- Staff do not make the very best use of partnerships with the host school. For example, they do not consistently gather information about children's learning in school so that they can complement this in the club.

## What the setting needs to do to improve further

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

- consider further opportunities for children to continue to engage in their own interests when daily routines take place, should they wish to do so
- extend the already strong partnerships with the host school, to enable staff to plan activities which complement what the children are already learning at school.

### Inspection activities

- The inspector viewed the areas of the premises used by the club.
- The inspector spoke to some parents and took account of their views.
- The inspector looked at a selection of documents, including children's records and accident forms. She discussed the club's self-evaluation with the manager.
- The inspector observed children and staff during activities and daily routines in the indoor and outside areas.
- The inspector reviewed evidence of staff's suitability, qualifications and training.

#### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Managers and staff have a secure understanding of how to keep children safe. They are aware of the possible signs that a child may be at risk of harm. They have a secure knowledge of the procedures for reporting any concerns they may have about a child's welfare to the relevant agencies. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children. The manager has effective systems in place to support staff to extend their skills and knowledge. She observes staff on a regular basis and evaluates activities and daily practice. She provides staff with feedback to promote their professional development. Parents praise the helpful, caring team. They say that their children look forward to attending the club and enjoy the activities on offer. Staff exchange information with parents and pass on messages from school.

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

Overall, throughout the club, children are engaged and make good use of the environment. There is a good variety of experiences for children to develop their creativity and imagination. Children use tools for a purpose as they design and create their favourite foods using malleable materials. They engage in lively conversations together as they develop their designs. Children make marks and practise their developing writing skills as they complete worksheets that promote children's knowledge and formation of letters. Children have opportunities to learn about other cultures of the world through books, resources and craft activities. Children are keen to join in discussions about different languages and have fun as they proudly teach each other phrases and words using their home language. During a food tasting activity, staff praise children who taste fruit that they have not tried before. As a result, children develop a positive approach to new experiences. Staff provide areas for children to relax, read or play a quiet game if they choose.

### Personal development, behaviour and welfare are good

Children arrive happily at the club, ready to play and socialise. They comment that they enjoy each other's company and make good friendships. Staff interact well with children and enthusiastically join in their play. Children proudly discuss the rules of the club. They say these include 'always use your manners', 'treat people as you want to be treated' and 'never leave the room without telling anybody'. Older children happily provide support to the youngest members of the group. They encourage them to join in their play and help them to learn the rules of the game. Children learn to respect others' opinions and ideas. They take turns to talk about their day, listening politely when others speak. Staff help children to learn how to keep themselves safe from harm. Children know they must be accompanied by a member of staff when using different areas of the school premises. Staff encourage children to be independent. For example, children help to organise the evening snack. Children have great fun outdoors as they run around playing chasing games. Staff provide support and guidance to help children overcome challenges and develop a 'can-do' attitude. For example, as children use the adventure playground in the school grounds, staff support them to climb and balance.

## Setting details

<b>Unique reference number</b>	EY560213
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10101303
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	15
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Dainty Little Hands Ltd
<b>Registered person unique reference number</b>	RP560210
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07960529378

Dainty Little Hands At St Giles Church Of England Primary School registered in 2018 and is one of three settings operated by the same provider. It is located in Willenhall, Staffordshire. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until start of school and 3.15pm until 5.30pm. The club employs three members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 3.

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