

Inspection of St Mary's After School Club

Belgrave Avenue, Congleton, Cheshire CW12 1HT

Inspection date:

15 May 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The warm and friendly staff greet children as they arrive at this club. Children happily enter and eagerly seek out their peers. They enthusiastically choose from a wide range of activities on offer. For example, younger children play with a doll's house, while older children fix small cubes together to make a model. They excitedly show each other what they have made and proudly put their models on the side to continue playing with later in the session. This gives children a sense of achievement.

Staff have high expectations for children's behaviour. They act as positive role models and support children to be kind and caring to others. Experienced staff deal with any minor incidents of unwanted behaviour swiftly and calmly. Children demonstrate positive attitudes and communicate their ideas with their peers well. For example, when playing table football, they negotiate how to play the game to ensure that it is fair for all. Children take turns and discuss rules for the games. This shows positive attitudes and respect for others.

Staff build positive relationships with all children. They get to know them well and plan varied activities that reflect children's interests and ages. For example, children enjoy spending time drawing and colouring. Staff provide children with large pieces of paper across a long time. Children happily sit and draw while taking time to talk to their friends. This supports children to feel safe and secure.

What does the early years setting do well and what does it need to do better?

- Staff provide children with a range of healthy options for their snack. For example, children choose from a selection of wraps and fresh fruit. They have access to water throughout the session. Staff encourage children to be independent. For instance, children put away their plates and cups after finishing their snack. They learn the importance of washing their hands after going to the toilet. This supports children to keep healthy and develop their self-care skills.
- Children enjoy plenty of time outdoors. They play football and chasing games on the large field or use the various climbing equipment. This supports children to be physically active and build strength in their large muscles.
- Leaders hold staff's well-being in high regard. Staff say that they feel very well supported in their roles and enjoy their time working in the club. Staff complete mandatory training and have a good understanding of their roles and responsibilities. However, staff's training is not consistently targeted to enhance their practice even further.
- Parents and carers are very happy with the care that staff provide at the club. They report that their children enjoy their time at the club and praise the familiar

and friendly staff. Staff communicate well with parents. They ensure that they pass on any messages from school and inform parents of any accidents or incidents, should they occur. Consequently, parent partnership is strong.

- Children learn about people who are the same and different to themselves. For example, children learn about how people with a visual impairment use braille to read and write. This helps children to learn about the diverse world in which they live.
- Staff plan activities that are inviting and interesting for children. They provide children with opportunities to decide what they want to play with from a wide range of resources. For example, children explore creative materials to make animal collages. This helps to keep children motivated and to have a sense of autonomy during their time in the club.
- Staff are vigilant in assessing risks in the environment. Staff are well deployed to supervise children playing outdoors and indoors. They closely monitor children as they use the climbing frames and play games. Staff talk to children about how to keep themselves and others safe during play. This helps children to develop an understanding of how to play safely.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY271661
Local authority	Cheshire East
Inspection number	10380717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	52
Number of children on roll	132
Name of registered person	M.A.S.K (Mossley After School Club) Limited
Registered person unique reference number	RP907360
Telephone number	07709624993
Date of previous inspection	20 June 2019

Information about this early years setting

St Mary's After School Club registered in 2003 and is located in Cheshire. The club employs seven members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday, during term time. Sessions are from 7.30am until 8.35am and 3.15pm until 6pm.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between staff and children.

We carried out this inspection 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.

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