

# St Teresa's Child Care Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	224699
<b>Inspection date</b>	22 August 2007
<b>Inspector</b>	Jacqueline Mason
<b>Setting Address</b>	St. Teresas Catholic Primary School, Stone Road, Trent Vale, Stoke-on-Trent, Staffordshire, ST4 6SP
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<b>Registered person</b>	The Governing Body of St Theresa's Catholic Primary School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

St Teresa's Child Care Club opened in 1998. It operates from the hall and annexe of St Teresa's R.C Primary School in Trent Vale. There is a kitchen, toilets and an outdoor area. The setting serves the local community.

There are currently 150 children on roll aged from three years to 12 years. Children are able to attend for a variety of sessions.

The setting is open each week from Monday to Friday. During term-time it is open from 07.45 until 09.00 and from 15.20 until 18.00. During school holidays the club opens from 07.30 until 18.00.

There are ten staff who work with the children. Over half of the staff have an early years qualification. The setting is a member of Kids Club Network.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Satisfactory arrangements are in place to help children learn about the importance of good personal hygiene. Children are reminded to wash their hands after toileting and before eating and are aware of the need to rid their hands of germs to maintain good health. The setting are currently using alternative toilet facilities because the usual ones are being renovated. Staff do not ensure that children are using soap and the small bar of soap that is currently in use is not sufficient for the numbers of children attending. However, once children return to using the usual bathrooms this situation will cease to be an issue as liquid-soap dispensers are in place. Effective arrangements for sick children help to ensure that the best interests of all children are met if they are unwell.

During the school holiday playschemes children's dietary needs are mostly met by parents and carers as they provide lunch for their children. Snacks are provided by the setting during the morning and afternoon sessions and the setting also provide breakfast and after-school snacks during school term-time to ensure that children do not become hungry. Fresh fruit is provided to encourage children to make healthy choices about what they eat. Children are also encouraged to recognise when they are thirsty. Jugs of diluted orange and blackcurrant are provided in addition to a jug of fresh drinking water. Children develop independence as they help themselves to a drink and are able to drink as often as they want.

Children attending the setting enjoy active physical play. A good range of outdoor toys are provided and this includes a good range of bikes and tricycles. Children are also provided with equipment for cricket, tennis and other ball games and staff organise five-a-side football competitions. Children are able to move freely between indoor and outdoor spaces.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Security of the premises is not robust to ensure that unauthorised persons do not have access and children are not able to leave unsupervised. When children are playing outdoors staff are able to see if anyone is approaching but when the children are all indoors the main door is left unlocked and strangers are able to walk in. This door is not the one that is usually used but due to building work in the school the setting are having to use this alternative access point. Although the setting is not able to use display boards in the hall to display children's art work, the premises is adequately welcoming to parents and children because their school work is displayed and this helps children to develop a sense of belonging.

A satisfactory range of toys, activities and equipment is provided. Toys are clean, safe and suitable for their purpose. The storage facilities for toys and equipment are away from the main hall and this means that children are not able to self-select. However, they have free choice from the range that is selected each day by the staff and are able to ask for anything that is not out.

Emergency evacuation procedures are effective to ensure that children are protected in the event of needing to evacuate the premises in an emergency. Children know what to do to keep themselves safe. For example, they recognise the sound of the fire alarm and know the assembly point outside. Regular risk assessments are carried out to ensure that children are able to play

safely both indoors and outside. Children are helped to learn about staying safe, for example, they wear safety helmets when riding the bikes on the playground.

Children enjoy a good range of outings during the school holiday playscheme. Risk assessments are carried out by staff to ensure that venues are appropriate. Effective procedures for lost children are in place to help ensure that children are kept safe. Children are further protected because staff have a good awareness of child protection issues. Most staff have completed child protection training to level one and some have completed level two to ensure that they are aware of the signs and symptoms of abuse and are able to put necessary procedures into practice to safeguard children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

A consistent routine is followed that helps children to be settled and confident. They know, for example, that they can move freely between indoor and outdoor spaces and children enjoy being able to ride the bikes when outside. Children have mostly good relationships with each other and with staff. Staff show an interest in what the children say but do not often become actively involved in their play, not recognising when to join in and when to leave children to play alone. For example, they watch over children as they play board games but do not take an active part in it, only interacting to sort out quarrels. Staff put out games and activities each day for children to choose from and children are able to ask for items that are not out.

Children enjoy their time at the setting and mostly have fun there. They are engaged in a satisfactory variety of activities that promotes a wide range of interests, such as art and craft, outdoor play, outings and board games. This ensures that the preferences of all children attending are considered and their needs met. Confidence and self-esteem are encouraged as children are enthusiastic as they make independent choices about their play. Children show a good interest in what they do and enjoy learning new skills. For example, children are taught to knit and to sew and take part in cooking activities. Trips and outings are planned during the school holidays and the children get enjoyment from them. Recent outings include visits to the zoo, theme park and seaside. Children are also taken on picnics in the local environment.

### **Helping children make a positive contribution**

The provision is satisfactory.

Satisfactory arrangements are in place to promote equal opportunities to enable children to develop positive attitudes towards others and learn about the diversity of the world around them. Children are encouraged to play with all toys regardless of gender. They learn about the cultures and customs of others, such as making lanterns to celebrate Diwali and working together to make a dragon at Chinese New Year. All children are welcomed into the setting regardless of their background. Effective arrangements are in place to ensure that children with disabilities and/or learning difficulties are fully included in the life of the setting. Children carry out activities at their own pace and support is offered where necessary to ensure that all children are able to achieve.

Appropriate procedures are in place to manage unwanted behaviour to help children learn to cooperate and respect the needs of others. Strategies are appropriate to the age and level of understanding of the children. Staff talk to the children about what they have done wrong and explain why the behaviour is unacceptable. Consistent ground rules are in place and children

are familiar with them. Children mostly have good relationships with each other and with staff. Good behaviour is valued and praised, helping children to develop confidence and self-esteem. A reward system has recently been introduced to encourage good behaviour. Children are nominated for good behaviour or individual efforts and at the end of each month are rewarded with a small prize.

Staff understand the importance of working in partnership with parents and carers. There are satisfactory arrangements in place to share information with them about the setting and their child's day. An information pack is available to new parents to give them information about the provision. Although the contact details of the regulator are not included in the complaints policy, parents and carers have access to policies and procedures, on request, to help them make informed choices about their children's care. The complaints policy is displayed on a notice board along with the registration certificate.

## **Organisation**

The organisation is satisfactory.

All documentation necessary for the safe and efficient running of the setting is in place. Daily registers are maintained for children and their time of arrival and departure is recorded. There is a staff register in place but their hours of attendance are not recorded, only the time that they arrived at the setting. Policies and procedures are reviewed regularly to ensure that they are still relevant to the setting. All documentation relating to children is stored adequately to promote confidentiality.

The setting is run by a committee. However, the committee is not secure in its understanding of its roles and responsibilities. This results in the senior staff managing all aspects of the day-to-day running of the setting. Children are cared for by a consistent staff who know them well, helping them to be settled and confident. Recruitment and selection procedures are adequate to ensure that staff are suitable and there are appropriate arrangements in place to ensure that unvetted persons are not left alone with children. Staffing ratios are maintained to ensure that children have sufficient adult support to meet their individual needs. Children have good relationships with staff. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was required to develop and implement an action plan detailing how at least half of all childcare staff will hold a level two childcare qualification; include a statement about bullying in the behaviour management policy; ensure all records and certificates are available at inspection and stored securely to maintain confidentiality; accurately maintain the daily register; ensure all staff undertake health and safety induction and practise a fire drill; ensure vetting procedures include all persons involved with the setting; revise the child protection policy to include the procedure to follow if allegation is made against staff and develop knowledge of the guidance for child protection "What To Do If You're Worried A Child Is Being Abused."

Staff have undertaken training and more than half of the staff are now qualified to level two or three to ensure that they are suitably qualified to provide an acceptable standard of care to children. Documentation has been improved to ensure that a statement about bullying is in place to help staff understand the procedures they should follow if a child is being bullied, documentation relating to children is stored appropriately, the attendance register has been

improved to record the children's hours of attendance and the child protection policy has been revised. Staff induction has been developed and all staff and children regularly practice an emergency evacuation procedure. Vetting of all staff has been improved to ensure that they are suitable to work with children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the security of the premises to ensure that unauthorised persons do not have access and children are not able to leave unsupervised
- improve the deployment of staff to ensure that children's play is supported appropriately
- include the contact details of the regulator in the complaints procedure
- record the hours of staff attendance
- ensure that the committee is aware of its roles and responsibilities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)