

St Paulinus Kids Club

Inspection report for early years provision

Unique reference number EY312971
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Inspector Jennifer Firth

Setting address St Paulinus RC Primary, Temple Road, Dewsbury, West
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St. Paulinus Kids Club registered in 2005. It offers before and after school and holiday care. Registration is for 32 children aged four to eight years. There are 80 children on roll of which 6 children are in the Early Years Foundation Stage (EYFS) and 40 children under eight years old. The setting opens five days a week during term times 07.30 to 08.30, and from 15.00 to 18.00. It also operates a holiday club which is open five days per week from 07.30 to 17.30 all year apart from bank holidays and one week at Easter and Christmas. It is housed in the hall of St. Paulinus Roman Catholic Primary School, which is close to the centre of Dewsbury. It is run by a management committee. The setting has systems in place to support children with special needs and those who speak English as an additional language. The club has access to outside play areas within the school grounds. Children may attend on a flexible basis and part-time places are offered. The setting employs three members of staff who have relevant childcare qualifications and other support staff who also work within the school. This provision is registered on the Early Years, compulsory and voluntary Childcare Registers.

Overall effectiveness of the early years provision

The club makes satisfactory provision for children in the Early Years Foundation Stage. Children enjoy friendly relationships with the staff, who create a happy, welcoming environment in which children can play. All children are included effectively because information obtained from parents and carers enable staff to meet children's different needs. Systems for planning activities and observing and assessing children are not yet established. Planning for improvement, including the process of self-evaluation is not yet fully developed. Policies and records to ensure the welfare of the children are in place. However, some policies, such as the policy for uncollected children, are being reviewed and amended. There are no records of medication being administered to children and complaints received from parents. Most recommendations from the last inspection have been addressed and the club has a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff's planning, observations and assessment of activities and children's progress comply fully with the requirements of the Early Years Foundation Stage
- ensure that records are fully developed and include all the necessary details in order to promote the good health of the children and in addition record details of any complaints made by parents
- ensure that policies are updated and amended regularly and in particular, the policy for uncollected children
- develop systems for self-evaluation to identify strengths and areas for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The children are well cared for in a safe and secure environment. Staff are suitably deployed to provide good levels of support for children. Good links have been established with the school and parents to ensure a consistency of care. Good teamwork amongst staff ensures that the children are fully engaged in their various activities. Equality of opportunity is promoted well and, as a result, children's needs are met effectively. Policies and records are in place to support practice and ensure that children's safety and welfare are promoted well. The policy for uncollected children is currently being amended. Some records, such as a record of medication being given to children or complaints that have been made by parents, are not in place. Risk assessments are regularly reviewed and ensure hazards are reduced. Effective recruitment and vetting systems are in place. Clear induction procedures ensure that all staff are made fully aware of their roles and responsibilities with regard to safeguarding children.

Staff form friendly relationships with parents and carers of children and provide appropriate information about the club. Parents speak highly of the setting and appreciate the hard work of the staff. Verbal information is exchanged at the end of the session to ensure parents know what the children have been doing and the care they have received.

The process of self-evaluation is developing. The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for development. For example, arrangements have been made for staff to attend appropriate training on the Early Years Foundation Stage. Systems for planning activities and observing and assessing children are not yet established. Hence staff cannot ensure that children make sufficient progress in all areas of their learning and development. Since the last inspection systems have been put in place to ensure that the hall is set up to receive children attending the club. Written consent is sought from parents to enable staff to seek emergency medical advice and treatment, and fire evacuations are practised and recorded.

The quality and standards of the early years provision

A varied range of fun and interesting activities are planned and children have access to a variety of well-maintained, age-appropriate resources. Children are happy, settled and quickly become involved in an activity of their choice. As a result they are confident, feel secure and enjoy their time in the setting. Children work well together, take turns and play cooperatively. There is access to a range of mark making materials, such as coloured pens and pencils for children to practise their writing skills. Opportunities are also provided for children to develop their numeracy skills when playing board games. Through visits to interesting places, such as the farm or local marina children develop a good understanding of the wider world. Children access a range of books when they use the school library and their ICT (information and communication technology) skills are further enhanced when using the facilities in the school ICT suite. Children have

opportunities to develop their physical skills as they play outdoors in finer weather. Children's understanding of cultural diversity is enhanced by visiting artists, street dancers, drama workshops and in their celebration of Christianity, the Chinese New Year and the Muslim faith.

Effective safety measures are in place to ensure the children are safe. For example, staff monitor children leaving the club and ensure that they remove their photographs from the attendance board. Fire safety procedures are in place. Children behave well because staff have good behaviour management strategies and are good role models. Politeness and good manners are positively encouraged. A healthy variety of snacks, such as fruit and sandwiches with an assortment of fillings, are provided at snack time. Drinking water is available at all times. Hygiene procedures have improved since the last inspection and children now use antiseptic hand wash gel before they settle down to eat their snacks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.