

Stepping Stones @ St Josephs

Inspection report for early years provision

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| Unique reference number | EY331188 |
| Inspection date | 11/03/2009 |
| Inspector | Marian Thomas |

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| Setting address | St. Josephs RC Church, Pontefract Road, CASTLEFORD, West Yorkshire, WF10 4JB |
| Telephone number | 07999 834772 |
| Email | |
| 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

Stepping Stones Out of School Club opened in 2006 and operates from St. Josephs RC Junior and Infant School in Castleford. It is situated in the school's ground floor dining hall. Children also have access to an enclosed outdoor play area within the school grounds. The setting is managed by the owner and run as a private concern. A maximum of 26 children may attend the club at any one time. The club is open each weekday from 15.00 to 17.45, during school term time only. There are currently 11 children aged from three to under eight years on roll and three of the children are in the Early Years Foundation Stage. The out of school club employs three members of staff. Of these, one holds a level 3 early years qualification, one is currently near to completing level 3 training and the remaining member of staff is undergoing level 2 childcare training. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. This after school club provides children in the Early Years Foundation Stage with a suitable setting in which to relax at the end of each day. Children feel secure due to the warmth of their relationships with staff. The setting has an inclusive ethos where children are welcomed and included in all activities whatever their background. Whilst the activities provided meet the needs of children in the Early Years Foundation Stage, they sometimes lack variety and water is not available throughout the session to promote the health of children. The setting has satisfactory capacity for improvement under the current leadership and management, although some documentation is not readily available.

What steps need to be taken to improve provision further?

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

- ensure all staff information including CRB records are kept on file at the setting
- ensure all children have access to drinking water throughout each session.

The leadership and management of the early years provision

Leadership and management are satisfactory. The setting is going through a period of transition after the very recent appointment of the setting manager. The planned changes to improve policies and procedures have not yet been put in place. This has led to some inconsistencies within the setting with regard to the availability of safeguarding documentation. However, the setting has satisfactory capacity for improvement as the setting manager has previous experience and is receiving adequate support. The setting management has begun to recognise

strengths and areas for improvement and, as a result, staff are receiving training and are beginning to make links with other providers to support children's learning in the Early Years Foundation Stage. This after school facility provides a valuable and much appreciated resource for parents in the locality. The setting staff have successfully built a working partnership and they share the responsibility for generating a welcoming environment for all children and their parents. The setting provides a range of activities within the context of a safe and secure environment. Statutory requirements for safeguarding children are in place. Although risk assessments are recorded accurately, the setting management has yet to implement a system of daily checks. Currently, there is no self-evaluation form but the setting management and staff do have an understanding of how to enrich the children's experience. The management works well with parents to promote the welfare of the children. Parents value the setting and say how much their children enjoy attending. Parents comment that their children say, 'Please collect me later, I'm having too much fun at the moment.' The introduction of a 'choosing tree' has ensured that children feel that their ideas for activities are welcomed, listened to and acted upon.

The quality and standards of the early years provision

Children's personal development is satisfactory because staff care for their needs conscientiously. Codes of conduct are clearly understood by children and there is a reminder of agreed sanctions should any of the children cross the boundaries. As a consequence, children behave well. Their enjoyment is clearly visible when they take part in the range of activities planned for them. For example, children enjoy the time they spend playing outside altogether, particularly when staff join in their games. They understand the need to take exercise to keep fit. They eat properly, demonstrating good table manners, and tidy up well after they have finished eating, although water is not always available. Children learn to take turns successfully in play and listen carefully to instructions. Despite the recent staff changes routines are well established and this enables children to feel safe and secure. Children know how to move about safely and make choices from the different activities. However, at the beginning of the session too few activities are available and because of this, some children take longer to settle than expected. Children benefit from a suitable range of experiences, both indoors and outdoors. Children access outdoor provision altogether as a group, which does reduce individual choice but ensures all children have access to the play area safely. There is little formal planning in place currently or formal assessment of children's progress. Nevertheless, children enjoy coming to the setting and particularly enjoy the way in which staff join in their games. For example, a tabletop game of blocks between a staff member and child enthralled the whole setting as it came to a nail-biting climax. Children also feel that their suggestions for activities are sympathetically listened to; a suggestion by a child for making Mothers Day cards was used as a focus for a drawing activity. Children use construction materials to make models with and imaginative play for all ages is promoted through a creative selection of dressing up clothes, thus ensuring children's creative and language skills development is promoted satisfactorily. Staff engage the children in conversation and offer them good feedback to boost their self-esteem and self-confidence. Although a link has been formed with the Early Years Foundation

Stage staff at the host school, which has led to some sharing of planning, most aspects of formal planning and assessments are at a very early stage of development.

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

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| 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? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| 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? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

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| 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? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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.