

St Joseph Grangers

Inspection report for early years provision

Unique reference number EY303586
Inspection date 25/11/2009
Inspector Michele Crichton

Setting address St. Josephs Catholic Primary School, Coppice Rise,
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Email

Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

St Joseph Grangers Out of School Club was registered to provide day care in 2005. The club runs from St Josephs Catholic Primary School, which is situated on the outskirts of Harrogate. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare register.

The club offers sessional care for children aged four to eight years, term time only, from Monday to Friday. A maximum of 30 children may attend the setting at any one time. Care is also provided for children up to 11 years of age. The term time sessions are held between 7.30am until 9am, and 3.30pm until 6pm. Currently there are 79 children on roll, who attend for a variety of sessions. The club primarily serves the children of the school, is based in the main hall and dining hall, and has the use of school toilets. Children also have the use of an adjoining patio area, rear playground and field for access to outdoor play. The club is supportive of children with special educational needs and/or disabilities and those who speak English as an additional language. Two members of staff work in the group, both of whom hold an appropriate level of early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. All children are valued and respected and their individual needs are well met in an inclusive environment, created by sensitive and knowledgeable staff. Good partnership with parents and others shows confidence and reassurance that children are well cared for. All staff work together as a solid team to correctly identify their strengths and weaknesses. The self-evaluation systems in place are developing further and successfully ensure continuous improvement, to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that the good range of learning activities available in the afternoon session is appropriately reflected in the morning session
- ensure all of the relevant documentation for the effective running of the club is organised efficiently.

The effectiveness of leadership and management of the early years provision

Safeguarding and children's welfare are given a high priority. Diligent and systematic measures are carried out routinely to ensure children's security, safety and hygiene. These ensure that staff are suitable to work with children and all policies and procedures are up to date and in place. Resources and equipment are

good, fit for purpose and supportive of children's learning and development. Effective risk assessments are carried out regularly and additional daily and weekly checks help to ensure children's safety. Whilst all the appropriate policies and procedures are in place and management ensure that these are read and understood by all members of staff, they are not always readily available for ease of reference.

The owners and staff know the strengths of their club and the areas for future development. There is a clear vision for continuous improvement and all recommendations from the last inspection have been successfully addressed. Self-evaluation takes place through regular meetings with all staff, enabling them to contribute their views and ideas. There is a common sense of purpose, and staff work together to ensure all children have an enjoyable and worthwhile time. Adults are suitably qualified to enable them to care for children, and there is a strong commitment from management and staff alike towards their own continuous development.

Good relationships are established and maintained with parents and others by approachable, caring staff. An information pack is given to all new parents when children start and there is a parallel parents' evening with the school. A regular newsletter is routinely provided and staff are always available to discuss any issues that may arise. The very strong focus on personal and individual attention means that inclusion is an outstanding aspect. Children with special educational needs and/or disabilities settle quickly and progress well because of extensive transition arrangements with others. Staff also ensure all children are truly included by considered planning and, for example, changing timetables to enable all children to eat and socialise together.

The quality and standards of the early years provision and outcomes for children

The staff have a good understanding of the learning and development requirements for children. They make sensitive and considered observations to establish what children know, understand and can do and record these in their development files. Staff also make links between the information they collect and the early learning goals, to help them plan children's next steps and ensure each individual progresses well. A range of interesting activities ensures that all children thoroughly enjoy their time at the club. For example, children print using a variety of materials, bake bread, make collages or taste different foods, and learn the benefits of healthy eating by completing 'eat well plates'. The display of children's work gives a good flavour of the range of things the children do and demonstrates how staff value everyone's contributions. However, these engaging activities predominantly take place in the afternoon, rather than in the morning session. At breakfast club, children enjoy quieter activities, such as drawing, playing games or completing puzzles alone or with their friends. Younger children receive lots of support from older children, which helps them feel included and develops a sense of responsibility from those who are more grown up. The earlier session also gives children opportunities to socialise or have a healthy breakfast if they choose. Although the provision is appropriately stimulating, staff are aware that the range

of activities available does not fully reflect the experiences of children have who attend the after-school session.

Children develop a good sense of belonging because they are looked after by staff that are kind, caring and take time to talk with them. Their behaviour is managed well by staff, but little intervention is needed because children share and take turns well. Stable relationships are formed by children with staff and each other, which makes a positive contribution to the ethos of the club. New children joining are instantly made to feel welcome, because there is a happy and harmonious environment, and friends are soon made. Children learn about different cultures, celebrate festivals, and engage in activities and discussions to explore similarities and differences. These activities are complemented by a range of resources which reflect differences in society and help children to understand the wider world.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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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