

# St Johns Care Club

Inspection report for early years provision

---

<b>Unique reference number</b>	EY236196
<b>Inspection date</b>	12/03/2010
<b>Inspector</b>	Jenny Firth

<b>Setting address</b>	Clayton CE Primary School, Bradford Road, Clayton, Bradford, BD14 6DD
<b>Telephone number</b>	01274 815 862
<b>Email</b>	office@claytonce.ngfl.ac.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Johns Care Club is managed by a voluntary committee. It opened in 2003 and operates from the small hall within Clayton Church of England Primary School in Clayton, Bradford, West Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 30 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 69 children on roll. Of these, 24 are under eight years, and of these, three are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The before and after school club is open Monday to Friday from 7.40am to 8.45am and from 3.30pm until 6pm during school term time. During school holidays the club operates from 8am until 6pm. There are five members of staff, including the manager, who work directly with the children. Of these, two hold recognised childcare qualifications. The manager holds a National Vocational Qualification (NVQ) at Level 3 in Playwork and one member of staff holds a NVQ at Level 2 in Playwork. Two members of staff hold a qualification at Level 1 in Playwork, and are registered on a Playwork course at Level 2. A regular casual member of staff holds a recognised early years qualification at Level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children enjoy friendly relationships with the staff, who create a happy environment in which they can play. However, the committee and manager have not ensured that all legal requirements are met and the impact of this compromises the safety and well-being of children. Self-evaluation is limited and has not identified significant areas for improvement, including a recommendation set at the previous inspection. Consequently, the capacity to improve is weak.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve staff's knowledge and understanding of the Early Years Foundation Stage (Educational Programmes) 19/03/2010
- conduct a risk assessment and review it regularly, at least once a year, identify aspects that need to be 19/03/2010

checked on a regular basis and maintain a record of when and by whom they have been checked, and ensure a full risk assessment is carried out for each specific outing (Suitable premises, environment and equipment)

- implement systematic observation and assessments which monitor children's progress towards the early learning goals, identify next steps in learning and inform the planning process (Organisation) 19/03/2010
- implement the following policies and procedures, administering of medicines, the procedure to be followed in the event of a parent failing to collect a child at the appointed time and that the equality of opportunities policy includes supporting children with special educational needs and/or disabilities (Safeguarding and promoting children's welfare). 19/03/2010

To improve the early years provision the registered person should:

- extend links with parents and all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care
- improve systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

## **The effectiveness of leadership and management of the early years provision**

The manager and staff provide a welcoming and friendly environment for children. Staff are suitably qualified and know the procedures to follow if they have concerns about a child in their care. Most policies and procedures are in place and underpin practice. However, they do not fully reflect the legal requirements of the Early Years Foundation Stage and leaders and staff do not have a sound enough understanding of the requirements. There is currently no procedure in place to be followed in the event of a parent failing to collect a child at an appropriate time. The equal opportunities policy does not include the policy for supporting children with special education needs and/or disabilities. Neither is there a policy for the administration of medication. Risk assessments are not conducted or reviewed regularly. These are breaches of regulation and compromise the safety and welfare of children.

Parents are made to feel welcome and speak highly about the provision. They have access to information, including some policies and procedures, and are kept informed about events and activities through newsletters. Staff exchange verbal communication at the end of each session. However, staff provide little information about children's progress, nor do they liaise effectively with the school that the children attend to ensure that their learning, development and care needs are met.

Self-evaluation is in its very early stages and has not yet begun to evaluate the quality of the provision and the impact on outcomes for children. This prevents the provision from undergoing continuous improvement. Informal discussions take place and core training needs are identified and met, such as paediatric first-aid and workshops on play-based provision. However, as yet staff do not have sufficient knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. In addition, the provision has not implemented a recommendation from the last inspection to develop a system for recording risk assessments of the equipment and the environment.

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

Staff have limited knowledge and understanding of the Early Years Foundation Stage learning requirements. Children are not effectively helped to progress in their learning because staff do not plan opportunities and activities based on the children's individual needs and interests. As a result, children are not provided with appropriate challenge and support. Observations to monitor children's progress and to identify the next steps in their learning do not take place, which are requirements of the Early Years Foundation Stage.

Children are happy, settled and enjoy their time at the provision. Children are able to choose from a variety of resources such as board games, art and craft work materials, and construction kits. They enjoy playing table tennis and sharing a game of snooker. Opportunities exist for children to develop their speaking skills when they take part in puppet shows. They enjoy reading stories and relax when they curl up on comfy cushions. Early number skills are reinforced through number puzzles and counting activities. Science opportunities enable children to explore ice when it melts and they use magnifying lenses to explore mini beasts. They enjoy baking buns, making models from junk materials and using play dough. There are opportunities for children to develop their understanding of the wider world when they celebrate Diwali. Children have an understanding of those who are less fortunate than themselves when they raise funds for a range of national charities, such as Red Nose Day.

Children behave appropriately and interact with each other well. They take turns and share their toys. Additionally, there are opportunities for children to develop their physical skills and coordination as they ride on scooters, use bats and balls, and play football. Suitable hygiene practices are in place. Children wash their hands before eating their snack and after using the toilet. They eat healthily and have access to fresh drinking water. Staff are aware of children's dietary requirements. Children are becoming aware of their own safety. Regular fire practises ensure children know how to evacuate the building in the event of emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure an assessment is undertaken to identify any risks to the health or safety of children for whom the later years provision is provided, at least once in each calendar year and immediately when the need for such an assessment arises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 19/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare register section of the report. (Suitability and safety of premises and equipment) 19/03/2010