

The Catch St James Care Provision Ltd

Inspection report for early years provision

Unique reference number

EY343834

Inspection date

02/03/2011

Inspector

Tara Street

Setting address

St. James C of E Primary School, Chadwick Street,
GLOSSOP, Derbyshire, SK13 8EF

Telephone number

01457 852 427

Email

office@st-james.derbyshire.sch.uk

Type of setting

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 assesses 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.

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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

The Catch St James Care Provision Ltd is owned by a limited company made up of directors, including the head teacher, who delegates day-to-day responsibility to the staff. It was registered under its current title in 2007 and operates from the old nursery unit, school hall and library within St James Church of England Primary School in Glossop, Derbyshire. Children have access to a secure enclosed outdoor play area. A maximum of 40 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.50am to 8.50am and from 3.30pm to 6pm during term time only. The setting serves children who attend the host school and those from the local area and surrounding villages.

There are currently 72 children on roll. Of these 43 are under eight years and of these 17 are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the managers, who work directly with the children. Of these, five hold a qualification at level 3 in early years and one is currently working towards a 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 good.

Children enjoy spending time in a relaxed, friendly and inclusive environment where staff get to know them well as individuals. They are involved in a good range of activities which enhance most areas of their learning through play and conversation. The positive relationships established with parents, carers and other early years professionals contribute towards children making good progress in their development. Staff regularly review their provision and accurately identify strengths and areas for improvement. They attend ongoing training to increase their knowledge and there is good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning

- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and living things.

The effectiveness of leadership and management of the early years provision

Child protection procedures for safeguarding children in the setting are effective and staff have a good understanding of the processes in place. All new staff are inducted appropriately and all necessary checks are made to ensure they are safe and suitable to work with children. Detailed risk assessments are undertaken that include the premises, the outdoor space and any specialist equipment, which promotes the welfare and safety of all children. All visitors are checked prior to entry into the premises and all exits are kept secure. Staff are deployed effectively to ensure children are fully supervised at all times.

The setting promotes equality and diversity well. All children are encouraged to participate in all activities and they learn about the diverse world in which we live through resources, themes and discussions with staff. Toys and resources are stored so that they are accessible to the children and they are able to choose what they want to play with, which promotes their independence. Children with special educational need and/or disabilities are well catered for as staff communicate well with them to ensure consistent care.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, newsletters and a parents' notice board. They use information supplied by parents to get to know about children and use this effectively to inform planning for their first sessions. The setting works hard to establish relationships with other early years professionals and the host school staff team. Staff acknowledge that working in partnership and sharing information impacts positively on children's attainment. As a result, the individual needs of children are taken into account when organising routines so that they are fully included.

The setting's self-evaluation gives the managers a good understanding of its strengths and areas for development, which ensures that improvements have a real impact on the experiences of those involved in the club. The manager and staff value the views of children, parents and carers and take these into consideration when identifying priorities for planning. The recommendations made at the last inspection have been implemented fully and staff demonstrate a good capacity to improve in the future through strong teamwork.

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

The setting provides an enjoyable, busy and secure environment for children before and after the school day. There is well-organised indoor and outdoor play. Children enjoy a stimulating environment in which their art and craftwork is valued

and displayed for all to see. For example, there are colourful displays about Chinese New Year, healthy eating and road safety. Staff value children's views and opinions and incorporate these in their planning and choice of activities. Children are motivated by a wide range of interesting activities and experiences. For example, children participate eagerly in role play, sand and colouring activities, toy cars, puzzles, problem solving and number games. They design and build models with construction materials and experiment with chinks, stencils and collage materials when creating pictures. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They behave well because staff are good role models with clear expectations. Children learn to take turns, share play resources and show respect for others. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Children are gaining a good understanding of keeping healthy and safe. They enjoy a healthy snack menu, such as cereals, toast, sandwiches, soup and fresh fruit. They learn about good hygiene during bathroom routines and about healthy eating during discussions and activities. Children learn the importance of exercise and enjoy participating in group games, such as football, and eagerly take part in throwing, catching and skipping activities. However, opportunities for children to independently investigate and explore the features of objects and living things in the outdoor environment are not maximised. Staff are aware of this and are working to develop this aspect of the outdoor provision. Children feel safe and secure, because staff work hard to ensure a safe environment and teach them how to use equipment safely.

Children respond well to the good care and support given by staff. They enjoy playing with board games, being creative when painting, sketching or creating drizzle pictures and happily investigate dough materials and tools. Children enjoy access to information and communication technology equipment, such as role play resources and a television. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are less well developed. Positive relationships with staff make a major contribution to children's happiness and enjoyment, and the adults are quick to spot any children who are concerned or upset, supporting them sympathetically and effectively. Overall, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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