

St Joseph's Out of School Club

Inspection report for early years provision

Unique reference number EY412461
Inspection date 16/06/2011
Inspector Ingrid Szczerban

Setting address St. Josephs Catholic Primary School, Barleyfields Road,
WETHERBY, West Yorkshire, LS22 6PR
Telephone number 07903 714738
Email stjosephsoutofschoolclub@hotmail.co.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

St Joseph's Out of School Club was registered in 2010. It is privately owned by Shadwell Playgroup Limited and runs from within St Joseph's Catholic Primary School in Wetherby, West Yorkshire. The children use the main hall and the school playground and fields. The hall entrance is used and disabled access is provided throughout the building.

The out of school club is registered to care for a maximum number of 25 children at any one time and there are currently 45 on roll. Of these, eight are in the early years age range. The club serves the children who attend the school and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening times are Monday to Friday from 7.45am to 9am and from 3.15pm to 6.15pm during term time only.

Four regular members of staff are employed. Of these, three hold degrees in Early Years and/or playwork. The club receives support from the Leeds Play Network and are members of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory attention is given to meeting the individual learning and development needs of children. They take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. On the whole, satisfactory systems are in place to promote the welfare needs of children. Relationships with parents and carers and links with external agencies are positive. The provider assesses the effectiveness of the setting, and areas for improvement are identified. A capacity to improve is demonstrated, in order to ensure that outcomes for children develop satisfactorily.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the children's hours of attendance (Documentation). 20/06/2011

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

- keep a record of visitors to the club
- improve the provision of comfortable seating for children to relax after school.

The effectiveness of leadership and management of the early years provision

On the whole, safeguarding procedures and practices ensure that children are protected. The staff team are appropriately vetted, have completed training in safeguarding children and know the signs and symptoms of potential abuse. All members of staff hold current first aid certificates, and risk assessments are effectively implemented. Security procedures are adhered to, children are escorted to the bathroom and the door is kept locked. The school maintains a log of visitors but the out of school club does not have its own record of visitors. As they are open beyond the school times, this may result in some visitors not being identified. The policies and procedures for the club are reviewed, signed and updated when needed, and all necessary written consents are obtained from parents. All accidents to children are recorded and countersigned by parents. An attendance register is kept but does not show exact times of arrival when these vary from the regular opening times. For instance, some children attend extra curricular activities and come to the club later. This is a breach in regulations.

Self-evaluation is undertaken by the staff team and the views of parents and children are sought. The parents complete questionnaires periodically and the feedback from issues raised is included in the newsletter. They asked for an increase in the amount of food given to children at tea time, so vegetable sticks are now included to supplement teas and the menus are made available to parents on the school's website. The children are directly involved in planning through daily discussions. Future plans for the club include setting up their own website and having their own room for exclusive use.

The organisation of space and resources meets children's individual needs and enables them to develop a degree of independence and to make choices. The staff are deployed effectively and support children as they learn through play. Children choose their toys and games, which are set out for them, and they are able to request further items from the store cupboards. All toys used by children are of good quality, suitably challenging and appropriate to their ages and stages of development. However, only two floor cushions are available for children to relax on after school.

Relationships with parents and carers are positive. The parents receive information about the setting initially in a booklet, all the policies and procedures are available to them and ongoing topics are shared in the newsletter. Children's progress is shared during regular discussions at dropping off and picking up times. The staff work closely with nannies, childminders and the teachers in school to ensure that parents receive information and to provide good continuity of care and learning between the settings. The individual wishes of children are respected and effective arrangements are made to ensure that they are included. For instance, children attending the club wanted to take part in a school-based activity, the 'walking to school' day, so the out of school staff agreed local pick up points and escorted them as they walked to school. Excellent relationships with the teachers in school ensure that learning for individual children is complemented well and the out of school staff have access to the children's individual learning records.

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

Plans of activities are predominantly child led, with adults lending good support. For instance, the children love to design intricate patterns with beads on boards so this activity is set out for them before they arrive. Staff talk to the children about what they are doing and praise their efforts, so children develop their fine physical skills and concentration and know their creative ideas are valued. A basic scrapbook of children's progress in the out of school club is kept. The highly skilled staff have good understanding of how children learn and this, coupled with access to the children's development records kept by the teachers, ensures that the six areas of learning are consistently covered and next steps in learning are identified.

Children love to be active, and healthy lifestyles are promoted. The daily routine includes outdoor play so that children learn to kick, throw, hit and catch balls, run, jump and balance. Five-year-olds show advanced skill in football and can control their movements extremely well. One-to-one support is given by staff to a child who wants to learn to play tennis. Sufficiently healthy and nutritious foods are provided, such as ham or cheese sandwiches and water to drink. Children can help themselves to fresh drinking water whenever they wish.

Systems in place to keep children healthy are satisfactory. The rooms are clean and well maintained. Adequate hygiene practice is followed; the children wash their hands before eating and the staff wear aprons when serving food to prevent the risk of cross-infection. The staff teach children about keeping safe. The children are involved in setting rules for the club, they practise regular fire drills and are taught how to use equipment correctly.

Children are very well behaved. They help each other, for example, with sorting out beads by colour for others to use without being asked. Children communicate well, they have friends they like to be with, and their relationships with adults are very good. The children are very happy, relaxed and confident in their environment. The youngest children are very self-assured in the company of the older ones. Children have a keen interest in games, such as 'mind bender' which promotes their skills in problem solving and reasoning very well, and it also encourages perseverance. Through conversations at the tea table children learn about the lives of others. The customs and festivals of people from around the world are introduced to children so they learn to appreciate similarities and differences.

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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