

St Josephs Care Club Limited

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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's Care Club Limited has been operating since 1997. In 2010 the management board became a limited company. It operates from the main hall within St Josephs RC Primary School in Wroughtington near Wigan and is open each weekday during term time only. The setting serves children attending the host school. Sessions operate from 7.45am to 8.45am and again from 3.30pm to 5.45pm. Children are able to attend for a variety of sessions and have use of the library, toilet facilities and outdoor play area.

A maximum of 32 children aged under eight years may attend at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years of age. There are currently 52 children on roll, of whom two are within the Early Years Foundation Stage. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications to a minimum of level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a welcoming environment where children enjoy learning through enjoyable activities alongside their friends. Their individual needs are suitably met by consistent, experienced practitioners who help them make suitable progress in their learning and development. Sound links with teaching staff provides some continuity between the settings, although this is not consistently used to plan for every child's individual progress. Staff are at the early stages of identifying the club's strengths and areas for improvement, although systems to monitor the quality and effectiveness of the provision are limited. This impacts on the safe management of the provision. Practitioners are reflective and develop the provision in response to children's interests and ideas for development. Consequently, the setting's capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- improve the setting's safeguarding procedures, ensuring staff understand roles and responsibilities and are able to implement the policy and procedure appropriately
- implement the setting's systems to identify learning priorities and to plan activities to support and extend specific areas of learning consistently for each child
- strengthen systems for maintaining a regular two-way flow of information

with other practitioners providing for children in the Early Years Foundation Stage

- improve monitoring and self-evaluation processes to identify weaknesses to help further improve the quality of the provision for children, including the use of space and the provision of outside play.

The effectiveness of leadership and management of the early years provision

Suitable safeguarding procedures are in place. Staff follow clear procedures for the collection of children from within the school and subsequent registration in the setting. The school hall used as the main area for play is made welcoming and is well maintained and safe. Security in the building is good and clear risk assessment procedures keep children safe. However, on occasions that the school requires use of the hall, the provider uses classrooms which their conditions of registration do not permit. This is a breach of their conditions of registration, although on this occasion Ofsted does not intend to take any further action. Consistent and supportive staff provide stability for children. Suitable vetting systems ensure they are suitable, qualified and have relevant experience to care for children. They are aware of the setting's procedures should they have concerns about any of the children in their care or should any allegations be made against them. However, although the written procedures lack clarity and staff are unclear about the roles and responsibilities of their own management and the management of the host school in relation to this. Suitable arrangements are in place to promote children's welfare. At least one staff member holds a current first aid certificate. Required procedures and records regarding accidents, medication and health needs are in place.

Consistent staff know children well and address their individual needs. They gather information about children's interests and needs from parents and carers, and through their own observations. Parents' questionnaires demonstrate their satisfaction with the 'friendly, warm atmosphere' and the flexibility of the service they receive. Whilst staff recognise the importance of partnerships, links with the school to ensure complementary activities can be planned for continuity in individual children's learning are underdeveloped. Staff do not yet consistently plan activities so that individual children are challenged to make good progress towards the early learning goals. They have increased their knowledge and understanding of how to achieve this and implemented suitable systems when children have attended regularly. They know they need to ensure that the progress of every child in the early years age range is planned for in a similar way. Staff in the setting are committed and continually share ideas to improve the provision in response to children's interests. However, the monitoring of the effectiveness of the provision and discussions about self-evaluation are limited, leading to few plans for further development.

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

Children arrive in the hall to a warm welcome from staff and the room is filled with a wide range of play opportunities. They enter happily and enthusiastically sit with their friends for a well-organised, social snack-time. Their understanding of healthy lifestyles develops through secure routines. All children clean their hands using anti bacterial gel before they make independent selections from a suitable variety of foods, including some healthy options. Children are then able to relax and play with their friends. Good relationships are formed as older children, who are considerate and helpful, mix and play well with younger ones. This adds to their sense of belonging and security.

Children move freely to access their chosen activities, all set out and ready for them. They know what else is available and ask for additional items of their choice. The activities provide opportunities for most areas of learning with a strong emphasis on social and creative development through play. Children receive good support from staff, who respond to their needs and encourage them to be safe and develop good habits. They learn about the importance of acceptable behaviour in the club. Good behaviour is promoted through relaxed relationships which enable discussions and promote all to work collaboratively and independently. Staff interact well with children to promote their learning through play. However, they implement the systems for observing children's development and using the information gained for subsequent planning of activities, inconsistently. They do not always make the most of the information about children's learning from the school and as a result, children do not always make as much progress as they could.

The wide range of opportunities for play mean that children enjoy their time in the setting. They comment about enjoying the range of craft activities where they are able to follow through their own thinking and creativity. They feel a sense of pride when they see their artwork attractively displayed as a big feature in the school hall. Children engage in a range of table top games, learning how to take turns and play by the rules. Many games incorporate mathematical skills, such as matching and sorting, counting and recognising numbers. Children are well supported by the adults and enjoy the time and attention they receive. Children also comment on enjoying the large games available, such as the air hockey table and the darts board, as well as the opportunity to play imaginatively with their friends using role play or small world equipment. They enjoy summer months when they can play outside, engaging in physical activity in the fresh air, although they are unable to do this in winter months due to a lack of outdoor lighting. Overall, outcomes for children are satisfactory.

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	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	3
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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	3
The extent to which children develop skills for the future	3

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