

Jo Joes (St Joseph's After School Club)

Inspection report for early years provision

Unique reference number

EY347855

Inspection date

31/01/2012

Inspector

Jean Thomas

Setting address

St. Josephs RC Primary School, Woodchurch Road,
Prenton, Merseyside, CH43 5UT

Telephone number

01516 526 781

Email

schooloffice@stjosephs-birkenhead.wirral.sch.uk

Type of setting

Childcare - Non-Domestic

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 2012

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

Jo Joes out of school club was registered in 2007. It is managed by a voluntary management committee, made up of staff from the school and members of the local community. The club operates from rooms in St Joseph's RC Primary school, Prenton, Wirral. There is a fully enclosed area available for outdoor play. The club serves children attending the primary school.

The out of school club opens Monday to Friday during school term times. Sessions are between 8am and 9am and 3.30pm until 6pm. Children are able to attend for a variety of sessions. The out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend at any one time all of whom may be on the Early Years Register. There are currently 25 children attending who are within the Early Years Foundation Stage. Older children also attend the club. The out of school club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The out of school club employs seven members of child care staff. Of these, five hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are caring, friendly and approachable, which is conducive to children and their parents feeling welcome. A positive attitude is demonstrated with regard to offering an inclusive provision. Staff meet children's individual needs well, which supports their progress towards the early learning goals. Positive links with the school complements the delivery of the Early Years Foundation Stage. The committee, management and the staff demonstrate that they have a good capacity to make continuous improvements and evaluation processes are in place. However, these have not identified gaps in meeting aspects of the Early Years Foundation Stage legal requirements.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment record clearly states when it was carried out, by whom and date of review (Documentation) 14/02/2012
- ensure the safeguarding procedure includes the requirement to inform Ofsted and the child protection agency in the event of an allegation being made against a member of staff and that all staff 14/02/2012

understand the policies and procedures relating to safeguarding. (Safeguarding and promoting children's welfare) (also applies to the compulsory part and voluntary part of the Childcare Register)

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

- extend children's understanding regarding the importance of completing personal hygiene procedures at any time they eat, not solely before their snack, to protect them from the risk of infection.

The effectiveness of leadership and management of the early years provision

There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. The deployment of staff ensures they are involved in the children's activities and maintain effective supervision. Children are further protected as risk assessments are in place and daily safety checks are conducted. However, the risk assessment does not contain legally required information. An accurate record of individuals coming into contact with the children is maintained as visitors are required to sign in and out. Children are appropriately safeguarded as staff have a suitable understanding of the safeguarding policy and procedures. The designated safeguarding officer has completed training. The 'allegation being made against a member of staff' procedure does not detail the full procedure to be followed in such an event. The 'whistle blowing' policy is included in the staff hand book. However, there are inconsistencies in staff's understanding of this policy, to empower them to take appropriate action beyond the committee, to protect children from harm.

Staff work very well together as a team and as a result sessions run smoothly, which helps the children feel at ease. Children's self-esteem and sense of belonging are promoted as staff consult them about activities and resources. Systems are in place for self-evaluation and monitoring of the setting. Staff, parents and children are involved in the process, through meetings, discussions and questionnaires. The committee and management are proactive in applying for grants for specific funding to help improve outcomes for children. For example, currently through funding two additional members of staff are employed to coordinate physical and creative activities. The recommendations from the last inspection have been fully addressed. The complaints procedure has been revised and is available to parents. The staff's training and implementation of the Early Year's Foundation Stage has supported staff in addressing the recommendation regarding the range of play resources and organisation of the environments. As recommended a comfortable area has been created in the main hall where children can relax on large floor cushions. In addition to this the club has its own room which is furnished with settees where children can enjoy a quieter environment to rest and talk with friends. Activities are specifically planned and increased resources available to further enhance children's awareness of diversity in society.

Lastly as recommended, staff's daily attendance is recorded and the accident records are maintained and stored to ensure confidentiality.

Good partnerships are developed with parents. Staff work with parents to obtain a thorough understanding of each child's needs and interests, using this information to help ensure that their individual needs are consistently met. Good communication procedures mean that parents are well informed of their child's progress and activities. Children's learning and development records are shared with parents on a regular basis. Comments from parents are very positive, and they state that staff are approachable and that their children are happy and settled. The out of school club works effectively with others delivering the Early Years Foundation Stage to the children. For example, liaising with the children's teachers enables key persons to provide activities that support their progress and complement those offered at school.

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

The staff's clear understanding of children's needs after a busy day at school and the planning mean that children are offered well-balanced opportunities to have fun and participate in a range of activities that support their learning and development. This is underpinned by staff's knowledge of the Early Years Foundation Stage and their commitment to including children's interests in the planning. Good staff interaction with children extends and enhances their play and learning experiences. For example, they eagerly participate in badminton which is a new sport for many children. The staff support gives all ages of children the confidence to 'have a go' to learn new skills. This effectively contributes to building children's confidence, understand the need to follow rules and to enjoy being physically active.

Children explore the resources and make independent choices about their play. Staff have introduced a role play area to stimulate children's imagination. The resources in this area are regularly changed to link into other activities and children's interests. It is currently a home corner and the children's play represents their life experiences as they pretend play cooking and carrying out household tasks. Staff ensure there is no gender bias in play which results in all children confidently enjoying the full range of resources. The children are creative. Through art and craft activities they have learnt about religions different to their own and ecology issues. Current planning is focusing on sustainability and staff and children have innovative ideas for activities. For example, they are working on a fashion show and the clothes are made from recycled materials. Children's understanding of information and communication technology is extended and they develop skills for the future. For example, they use computers to research topics and design their own books. Planned activities, such as 'photographers for a day' gives children opportunity to operate and experiment with the camera and encourage them to notice features of their environment as they take the photographs. The outdoor area is fully utilised to offer children an extended range of opportunities.

Children learn to make healthy choices in what they eat through discussion,

planned activities and the provision of nutritionally balanced foods. Staff have completed food safety training to inform their food preparation practices to help prevent the risk of food contamination. In addition to the after school snack water and fruit is available to the children throughout the session. Children's understanding of the relevance of healthy practices is promoted, for example washing their hands before snack. However, although staff encourage children to clean their hands when eating, at other times this procedure for personal hygiene is frequently overlooked. The consistent approach to behaviour management means that children are supported in developing their understanding of appropriate behaviour. Children's behaviour is good as they play together harmoniously, sharing equipment fairly and taking turns.

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	3
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	3
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:

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:

- take action as specified in the early years section of the report(Safeguarding and promoting children's welfare) 14/02/2012

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 early years section of the report(Safeguarding and promoting children's welfare) 14/02/2012