

St Joseph's Nympsfield Out Of School Club

Inspection report for early years provision

Unique reference number	101856
Inspection date	05/07/2012
Inspector	Carol Warrant
Setting address	St. Josephs Catholic Primary School, Front Street, Nympsfield, Stonehouse, Gloucestershire, GL10 3TY
Telephone number	01453 860311
Email	(All correspondance to go to the Chairs home)
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 Nympsfield Out of School Club has been registered since 1999 and operates from the Leigh building in the grounds of St. Joseph's Roman Catholic School. It is situated in the village of Nympsfield, near Stroud, Gloucestershire. The setting is registered to care for 24 children aged four to under eight years of age, with children up to the age of 11 also in attendance. It is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. Children who use the setting attend the school. They have access to a large playroom, toilets and an outside area. Children also have use of the hall and field of the host school. The premises are shared with St Joseph's Pre School. There are currently 58 children on roll of which five children are in the early years age group. The setting supports pupils with special educational needs and/or disabilities. It operates Monday to Friday, term time only, between 7.45am to 8.45am and 3.15pm to 6pm. Four staff currently work at the setting, all of whom hold a National Vocational Qualification (NVQ) at level 3 or the equivalent.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

St Joseph's Out of School Club is satisfactory. It meets the needs of children in the Early Years Foundation Stage adequately and they make satisfactory progress across the areas of learning through the activities provided for them. Assessment activities are not used sufficiently to plan more challenging tasks. Children are kept safe, although a member of staff has not been assigned as the designated person for safeguarding within the setting. Communications with parents, carers and others involved in children's care are effective, but links with the school that children attend to ensure continuity are still being established. The setting has a satisfactory capacity to improve because processes for self evaluation do not consider fully the impact of developments on outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that a member of staff based in the setting, is designated to take lead responsibility for safeguarding children and is named in the policy.
- 12/07/2012

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

- use observations and assessments effectively to plan the next steps in children's learning and development.

- improve the system for exchanging information between the setting and the school to provide continuity of learning and development
- enhance self-evaluation processes by ensuring that developments can be easily checked for their impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

Safeguarding is satisfactory overall. Safeguarding is satisfactory overall. The policy for safeguarding children gives guidance to staff, but as yet no member of staff in the setting is named as having been designated to lead this aspect of its work. Staff understand their roles and responsibilities in relation to safeguarding children. They know the child protection procedures to follow should a concern arise. There is a clear recruitment policy that ensures all staff are vetted for their suitability to work with children. Regular risk assessments and daily checks carried out by staff also ensure children are kept safe while in the setting. Other documentation, policies and procedures are in place to meet children's needs.

The ambition of leaders and managers is driving improvements. The established staff team work well together and show a strong commitment to the setting and the children. Recommendations from the last inspection have been addressed appropriately. Staff have undergone training and gained appropriate qualifications. This has resulted in better planning and the provision of a wider range of activities, although assessments are not used well enough to plan the next steps in learning. In partnership with the host school and St Joseph's Pre School improvements have been made to the building, and plans drawn up to develop the outside area. Self-evaluation procedures include seeking the views of parents and children. However these procedures are not used rigorously enough to identify fully the setting's strengths and priorities for development in order to improve the quality of provision and check the impact of developments on outcomes for children.

Equal opportunities are promoted satisfactorily and discrimination is not tolerated. The setting supports and promotes inclusive practice by ensuring that all children are warmly welcomed irrespective of background or ability. They are successfully encouraged to participate in a range of activities that engage them and meet their interests. Staff value and respect children's differing backgrounds and abilities. The setting is well-resourced and makes provision for children to use large physical play equipment to make tents or to build a den. Adults are deployed appropriately to support children's learning so they make satisfactory progress.

Overall engagement with parents and carers is good. Parents and carers say their children are happy attending the setting and value the many interesting activities available. They feel that their children are progressing well and have good relationships with the staff, as one stated 'My child enjoys it and is always happy'. A notice board provides a variety of useful information to parents and carers on the structure of the sessions and activities that are planned each week. It also provides opportunities for them to record their comments, suggestions, complaints and compliments. All required statutory information is displayed for them to see. Parents appreciate the friendliness of staff and are confident to approach them with any concerns.

Staff at the setting meet with those in the host school to discuss every day operational matters and to ensure children's welfare needs are met. However, they

do not always share sufficient information about individual children's learning and development needs to provide complementary activities and continuity in learning.

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

Provision for children's welfare, learning and development, means that children make satisfactory progress in all the areas of learning. Children enjoy their time at the setting and their social and emotional development is good. Staff provide a suitable range of activities that motivate children and enable them to develop in self-esteem and confidence. Children enjoy choosing activities such as drawing, writing, reading, role-play and playing outside with their friends. Activities are usually well-matched to children's interests, but they do not take sufficient account of children's prior learning, experiences and attainment.

Staff make informal observations of what children can do and these are recorded in their individual folders with notes of the area of learning they demonstrate. Staff are looking at different ways in which the information about children's progress can be shared effectively with the host school and parents and carers.

Children make good progress in adopting a healthy lifestyle, because the setting provides a good range of nutritious, healthy food and drinks every day. As a result, children are confident and aware of which foods and drinks will contribute to a healthy lifestyle, and which to avoid.

Staff ensure children feel happy, comfortable and secure tending appropriately to their individual needs. As a result of consistent behaviour management where staff set out boundaries and routines, children behave and respond well. Staff enable children to set the rules for the setting, and suggest activities. This means they contribute positively to the setting and develop a good sense of responsibility. Children show care for each other by sharing and cooperating as they play. For example, older children confidently help younger children with the computer. All children receive lots of praise and encouragement from adults. Children's independence is promoted well as they make their own choices about activities. Staff interact appropriately with all children and know their likes and interests well. They take time to talk and play with individual children to ensure they are developing their skills and learning. During an activity making chocolate truffles open questions encouraged the use of mathematical language and extended children's vocabulary and communication skills.

Children enjoy using the outdoor play areas, especially when building complex and imaginative dens with a variety of tents and materials. They sustain their interest for considerable amounts of time. Vigilant staff help children to understand how to play and use equipment safely. Children say they feel safe and are happy at the setting and are developing appropriate skills for the future. Vigilant staff help children to understand how to play and use equipment safely. Children say they feel safe and are happy at the setting and are developing appropriate skills for the future.

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	2

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	2
The extent to which children make a positive contribution	2
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

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