

# St Joseph's After School Club

De Trafford Room, Our Lady of Victorias RC Church, Fairfield Road, Market Harborough, LE16 9QQ

## Inspection date

19/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and well settled. They have formed positive relationships with their peers and practitioners.
- Practitioners have a good understanding of how all children learn. They provide a good range of planned and spontaneous activities to promote children's learning through play.
- Children are fully aware of the expectations of the setting. They willingly share the resources, take turns and are polite and considerate to each other. Practitioners are good role models and children follow their example.
- The manager carries out regular performance monitoring and makes sure each practitioner has an individual training and professional development plan that motivates them and improves their practice.

### It is not yet outstanding because

- Resources within the role play area are not sufficient to encourage children to use their imagination.
- Children have access to a variety of books but they are not presented in a manner to entice children to use the area.
- Children do not consistently pour their own drinks to help support their developing independence.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play area.
- The inspector spoke with the manager, deputy and nominated person of the committee.
- The inspector accompanied practitioners to the host school to collect children.  
The inspector looked at children's records, evidence of suitability of practitioners
- working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of children, school staff, parents and carers spoken to on the day of inspection.

## Inspector

Karen Cooper

## Full Report

### Information about the setting

St Joseph's After School Club is managed by a voluntary committee. It opened in 2012 but has been operating since 2004 and operates from Our Lady of Victoria's RC Church in the

De Trafford room in Market Harborough. All children share access to a secure enclosed outdoor play area and sensory garden. The setting serves families and children, who attend the host school. Car parking facilities are available at the rear of the setting. A disabled ramp is in place within the building.

The setting is open each weekday from 3.15pm until 6pm during school term times. There are currently 46 children attending, of whom 10 are within the Early Years Foundation Stage. The setting also offers care to children aged up to 11 years. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3 and above.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the range of resources within the role play area, so that children can expand their imaginative play
- provide a cosy place with soft seating for children to look at books and rest quietly, if they need to
- create more opportunities for children to develop their independence, for example, by allowing children to pour their own drinks, particularly at tea time.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are eager to attend the setting and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make good progress in their learning and development. Practitioners have a good knowledge of the prime and specific areas of learning. They are mindful that children have been at school all day and plan a range of adult-led and spontaneous activities to promote their learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Practitioners demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Photographs and samples of children's work are presented in individual books. These are shared with parents to ensure that they are fully aware of their child's progress and development.

Children talk regularly and confidently with practitioners and each other and are happy and settled. Their early writing skills are developing well. They are encouraged to label their own work and practise making marks in a variety of situations. Samples of their art work are displayed in the gallery. This helps to provide children with a sense of belonging. Skilled practitioners question the children well, to probe their understanding and to extend their learning further. For example, good use of mathematical language, such as, front, back, inside, outside, high and low is used as children play with small world resources. Practitioners fully understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. For example, children build models using sand, small beads and constructions sets. Any completed or unfinished work is placed on a high cupboard to keep safe, which allows the children to continue with their learning and re-engage in their chosen activity. Children benefit from opportunities to play outside on a daily basis. They have access to a range of small and large play equipment. They join in a variety of organised games, such as, tennis, cricket and football. They use their imagination and dress-up as favourite characters, such as a princess and make dens with large pieces of material. However, resources are limited to encourage children to further develop their imaginative play.

### **The contribution of the early years provision to the well-being of children**

Younger children are organised effectively into small groups with their key workers. This promotes consistency of care and enables practitioners to get to know individual children well. Practitioners are good role models of behaviour and attitude and children follow their example. Good, warm and caring relationships between key workers and children are evident. Children are polite, show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a good awareness of responsibility within the setting. For example, children relish in opportunities to help practitioners by taking on roles and older children are very caring towards their younger peers. Children are learning to respect each other's differences. They have access to a range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences.

Children's health is well supported. They enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. They eat healthy snacks, such as, fresh and dried fruit, cheese, sandwiches, ham, savouries, vegetable sticks and fresh drinking water is readily available. However, children are not always encouraged to pour their own drinks. This is mainly because the jugs used are too large for younger children to handle. As a consequence, this hinders children's ability to be independent. Meal time is a relaxed, social occasion when children sit together around the table to enjoy their food and each other's company. Practitioners are fully aware of any children, who have allergies to specific foods. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs.

Children learn about staying safe through daily routines and discussions. Practitioners gently reinforce rules, which ensure children develop a good appreciation of safe behaviour and an awareness of others while playing together. As a consequence, children

show a high awareness of personal safety. For example, children understand that they must hold hands and look and listen when walking across the playground and car park to the setting from school. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them.

Indoor and outdoor space is well organised to provide a stimulating and welcoming environment for children. Most resources are well deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. However, the book area is not appealing to children because there is no provision for them to sit comfortably to look at books or sit quietly, should they wish to. Good links with the host school ensure that children are provided with the appropriate support for the transition between the setting and school. Practitioners share information, both verbally and in writing with school and parents to ensure that children's needs are met and help them to make progress.

### **The effectiveness of the leadership and management of the early years provision**

Management have a good understanding of the learning and development requirements relevant to their provision. They liaise closely with the host school to ensure that they fully support children's continued learning. They are committed and passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. Accurate identification of priorities through self-evaluation and implementing these, provides continued and systematic improvement to the quality of the provision. For example, the management identified the need for practitioners to raise their awareness of the importance of learning through play. As a consequence, several members of staff have completed a play workers' training course. All practitioners have a good understanding of the areas of learning and how children learn. They have attended a workshop on the revised Statutory Framework for the Early Years Foundation Stage to ensure that their knowledge is updated. The robust recruitment, induction and performance management systems ensure that practitioners' strengths are valued and recognised and targets set that identify areas for improvement. Management monitor staff performance formally through appraisals and one to one meetings.

Management have a good understanding of their role and responsibility to protect children in their care. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow and management have robust systems in place to monitor and audit staff's knowledge. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments.

Relationships with parents are good and it is evident from discussions with them that they greatly appreciate and value the service provided. For example, one parent stated that her child, 'loves to attend the setting and never wants to leave' and other comments include how practitioners are very caring and approachable. Information is shared with parents

through ongoing dialogue, email, newsletters, policies and procedures and details posted on the notice board and the school's website. Management is fully aware of the importance of working with other professionals. Instrumental in the successful development of the setting has been the close relationship that has been established with the school and church. The setting uses accommodation within the church and children benefit from regular access to the well-equipped outdoor areas, including a sensory garden.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
	Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
	Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY440666
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	786555
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	46
<b>Name of provider</b>	St Joseph's After School Club
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07967431698

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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