

St. James's Out of School Club

St James Church, Church Lane, Mytholmroyd, West Yorkshire, HX7 6DS

Inspection date

31/10/2012

Previous inspection date

10/06/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Leaders and managers do not demonstrate their understanding of how to meet the safeguarding and welfare requirements. This has a potential impact on the safety and well-being of children and has resulted in more than one breach of these requirements.
- Management and accountability arrangements are not clear or are not understood by providers and their managers, as a result practitioners and providers do not have a clear understanding of their roles and responsibilities.
- There are breaches of the safeguarding and welfare requirements which affect the safety and well-being of children because none of the staff have a current paediatric first aid certificate, a keyworker system is not implemented and recruitment practices do not include vetting of staff or committee members.
- Self-evaluation is informal. Strengths and weaknesses are not effectively identified and plans for improvement are unclear.

It has the following strengths

- Care practices ensure children are happy and enjoy what they doing, learn to behave well and play cooperatively. They develop independence, explore their surroundings, use their imagination and interact confidently with adults and each other.
- Partnerships with parents and other providers are well established and make a strong contribution to meeting children's needs.

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 mainly observed activities in the main playroom.
- The inspector spoke with the staff at appropriate times during the inspection and met with the chairperson of the committee.
- The inspector looked at evidence of suitability and qualifications and a range of other records, policies and procedures.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Nikki Hardaker

Full Report

Information about the setting

St. James' Out of School Club opened in 1995. It operates from the upper room of St. James' Church in Hebden Bridge, which is adjacent to the school. Most of the children who attend are from Hebden Royd Church of England Primary School. However, children from the surrounding community are also welcome. The setting is open each weekday during term time only from 7.45am to 9am and 3pm to 6pm, except for on Mondays and Fridays

when it closes at 5.30pm.

The club is registered by Ofsted on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 60 children from three to 11 years on roll, who attend various part-time or occasional sessions. Three of these children are currently in the early years age range. The club is run by a voluntary committee. There are currently five members of staff employed on a part-time basis to work at the club. The manager holds a level 3 qualification and a Foundation Degree in Early Years. The majority of other staff have an appropriate early years qualification, including two other members of staff who hold a level 3 qualification. The setting has completed a quality assurance scheme.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the requirements set out in the Early Years Foundation Stage regulations and set in place a procedure to notify Ofsted of relevant matters and significant changes, such as a change to the 'nominated individual' or committee members
- review the recruitment policy to ensure that appropriate vetting procedures are carried out and enhanced criminal records disclosures are obtained for every person that works directly with the children or is a committee member
- ensure practitioners and the nominated individual have a clear understanding of their roles and responsibilities
- ensure that at least one person with a current paediatric first aid certificate is on the premises or on outings at all times when children are present
- assign a key person for each child to help ensure that care is tailored to meet their individual needs, help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

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

- develop further the self-evaluation process to clearly identify strengths and target areas for improvement.

Inspection judgements

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

Children respond well to staff who demonstrate a warm, caring manner and show interest in what they say and do. Children's social skills are nurtured as they engage in discussions about the events of the day and their plans to celebrate Halloween that evening. Staff join in with activities and sit alongside children to support their enjoyment and learning, such as when making Halloween masks, playing games or at snack time. They ask children questions that encourage them to think and express themselves and help them feel valued. As several members of staff also work in the foundation stage at the school the setting is attached to, they know children in the early years age range particularly well. This helps children form attachments and helps staff ensure activities meet their individual needs by taking into account their preferences and learning priorities. Playing alongside older children also encourages younger children to extend their play and learning by joining in with activities which challenge their abilities.

Advance planning is minimal but staff ensure that the flexible range of resources and activities are suited to the children's interests and meet their needs. Children appear to appreciate the unstructured approach at the end of the school day. They are encouraged to develop the characteristics of active learning as they independently explore resources available. There is an appropriate balance of child-led and adult-led play, as staff are readily available to support children as they play and children choose whether or not to join in with activities led by adults. Staff extend children's thinking by taking into account their opinions and interests when choosing themes for adult-initiated activities. For example, one child expressed his interest in some well-known cartoon characters from a book which he brought into the setting. Staff encouraged the child to share this interest with the rest of the group and extended this into topic work which focused on this and involved the children in model-making and large paintings based on the characters.

Similarly staff extend the children's learning and complement the children's day at school by expanding on topic work at school. For example, when school are celebrating festivals, the setting will link in with this by preparing and eating snacks and following on with a craft activity related to the relevant culture. Children also have other opportunities to explore equality and diversity through resources, such as books, dressing up outfits and dolls which raise an awareness of differences and the cultures and beliefs of others. Activities provide a range of interesting experiences which cover the seven areas of learning and that adequately meet the needs of all children. Examples include arts and craft, books, role play, den-building, computers, team games, board games and sewing. Although no formal observations or assessments are made, the range of purposeful and developmentally appropriate indoor and outdoor activities help children, including those with special educational needs and/or disabilities, to progress towards the early learning goals.

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

There is no established key person system to help children form secure attachments with staff, promote their emotional well-being and make strong connections with parents to ensure continuity of care. However, a range of support methods are used to help children settle in. For example, Foundation Stage children are taken to or collected directly from their classrooms. They are shown around the setting and staff take extra care and attention to ensure they know where to put things and find things and that they are happily engaged in activities. There is an informal buddying system whereby new children are often paired-up for the first few sessions with another child who already attends. This helps them form attachments with peers and feel safe and confident in the setting.

Staff provide clear guidance for children about what is acceptable behaviour. As a result, children behave well in the setting. For example, they wait patiently for food to be served at snack time, kindly share resources and negotiate minor conflict through compromise. Staff use regular encouragement and praise which promotes this good behaviour and helps raise children's self-esteem and confidence. A range of healthy snacks before and after school, such as sandwiches, cheese, crackers, cereals and fruit help children maintain a healthy diet. Staff use discussion at snack times to help promote children's understanding of why this is important for their well-being. Children take on board these messages and one child, when bringing toy food snacks for the inspector to try, could easily explain the health benefits of choosing fruit rather than chips.

Children benefit from fresh air and exercise as they have regular opportunities to play on the school field. Some recent additions to the outdoor play equipment, such as tunnels and a cricket set have enriched the quality of the outdoor experiences provided. The spacious indoor environment also provides opportunities for physically active games, such as table tennis and team games. During the inspection children happily danced to Halloween-themed music and played a lively game of musical statues. Staff took an active part in the games, promoting the children's enjoyment of active lifestyles. They also help children learn to be independent by encouraging them to manage their own personal needs. Children also develop strong skills for the future, as they are encouraged to take responsibility for tasks, such as pouring their own drinks, helping clear the table after snacks and helping set up and tidy away equipment.

Giant beanbags are used extensively by the children. They are an excellent means of enabling children to take time out to rest, relax or play quietly at the end of the school day. This helps meet their needs and promotes their well-being. Children develop friendships with children of all ages and the strong relationships with staff strengthen their sense of belonging within the setting. They speak confidently in a familiar group and interact happily with staff and other adults in the setting. For example, they ask the inspector to look at the Halloween masks they have made and bring the inspector a selection of meals and drinks from the toy kitchen. The environment is not safe for children. Appropriate checks and vetting procedures are not implemented to ensure all staff working with children are suitable to do so, and this places children at risk.

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

Management and accountability arrangements are not clear and are not understood by providers and their managers. Because of this, leaders and managers do not have a clear understanding of their roles and responsibilities and do not demonstrate their understanding of how to meet the safeguarding and welfare requirements. For example, there is no procedure in place for notifying Ofsted of relevant matters and significant changes. As a result, a change to the 'nominated individual', who is legally accountable for the setting, was not notified to Ofsted. Policies and procedures are not effective to promote the safe management of the setting. Recruitment processes do not include procedures for vetting staff or committee members. As a result, enhanced criminal records checks have not been obtained for staff working directly with the children or for committee members who make decisions about the management of the setting. This is another breach of the safeguarding requirements. Although several members of staff have attended first aid training, this does not adequately meet requirements, as there is not at least one person with a current paediatric first aid certificate on the premises or on outings at all times when children are present. This is another breach of requirements which impacts on the safety of children. These breaches demonstrate that leaders and managers are not sufficiently aware of their legal responsibilities with regard to protecting children from harm. However, the premises are secure and staff are able to recognise possible indicators of abuse. They know who to contact should they have concerns, and this helps to protect children's welfare. The rooms used by children are clean and well maintained to keep children safe.

Links with parents and other providers are strong. For example, most staff work in the school which the club is associated with. This enables them to complement and support learning in the setting in which children spend most time and ensure continuity of care. A regular newsletter also keeps parents informed. Parents are generally 'very happy', say their children enjoy attending and praise staff for being 'professional' and 'approachable'. The recommendations made at the last inspection have been partially implemented. The manager has attended training and has begun to familiarise herself with the revised Early Years Foundation Stage requirements. She understands the learning and development requirements, including the prime and specific areas of learning. This means she can plan a stimulating range of activities which broadly cover the curriculum and use this to generally promote children's learning and development. Effective observations and assessments to identify learning priorities and plan experiences are not carried out as recommended at the last inspection. However, this conforms to the revised regulations which now state that providers of wrap around care need to be guided by, but do not necessarily need to meet all the learning and development requirements.

Risks are assessed regularly and a daily checklist is also maintained to keep the physical environment safe for children. Regular evacuation drills are carried out and recorded to ensure children are able to keep themselves safe from harm in a fire or other emergency. There are some systems in place to monitor and evaluate the provision but self-evaluation is not effective. Strengths and weaknesses are not effectively identified and plans for improvement are unclear. Leaders and managers indicated their willingness to address the issues highlighted at the inspection. They began to make immediate plans to remedy the breaches and demonstrated a commitment and capacity to bring about improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report
- take action as specified in the early years section of the report.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| 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

| | |
|------------------------------------|---------------------------------|
| Unique reference number | 303822 |
| Local authority | Calderdale |
| Inspection number | 818694 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 8 |
| Total number of places | 24 |
| Number of children on roll | 60 |
| Name of provider | St. Jamies's Out of School Club |
| Date of previous inspection | 10/06/2009 |
| Telephone number | 078255 48110 |

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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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