

# St Joseph's Out of School Club

St. Josephs Catholic Primary School, Barleyfields Road, WETHERBY, West Yorkshire, LS22 6PR

<b>Inspection date</b>	24/10/2012
Previous inspection date	16/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The club works closely with school using the same methodology for observations and contributing to the children's learning profile, ensuring that there is continuity for children.
- Staff develop strategies and programmes with the school to support individual children's needs.
- A well-embedded key person system ensures that children settle in quickly to the club. There is a good exchange of information and parents are kept informed about their child's progress.
- Children are happy and well-cared for. Parents comment how much their children miss the club when they are unable to attend.

### It is not yet outstanding because

- Self-evaluation and assessment are not yet fully embedded in order to identify impact on outcomes for children.

## 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 toured the premises.
- The inspector reviewed a sample of policies, procedures and children's records.
- The inspector observed the staff and children.
- The inspector interviewed the staff and manager.
- The inspector undertook conversations with parents.

## Inspector

Geoff Dorrity

## Full Report

### Information about the setting

St Joseph's Out of School Club was registered in 2010. It is privately owned by D & R Childcare Limited and runs from within St Joseph's Catholic Primary School in Wetherby, West Yorkshire. The children use a multi-purpose classroom and access the school playground and fields. Disabled access is provided throughout the building. There are currently 47 children on roll who attend for a variety of sessions. The club serves the children who attend the school and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening times are Monday

to Friday from 7.45am to 9am and from 3.15pm to 6.15pm, during term time only. Four regular members of staff are employed. Of these, three hold relevant degrees and one is working towards a level 3 qualification. The club receives support from the Leeds Play Network and they are members of the Pre-school Learning Alliance.

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

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

- review and embed the self-evaluation process to ensure that areas for development are identified and the impact on outcomes for children evaluated.

### **Inspection judgements**

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

Children make good progress at the club. Staff know the children well as they also work with them in the Foundation Stage of the school. They therefore have a good knowledge of their stage of development and are able to support their next steps in learning. Observations are undertaken using the same methodology as the school and contribute to the child's learning profile. This is shared with parents which means they have a good understanding of the progress of their child.

The club share the use of a multi-purpose classroom with the school so the environment is prepared well for each session. Activities are laid out before the children come into the club. A mat and cushion area has activities, such as dolls, books, jigsaws, small world, and construction toys. Activity tables are set out with craft, modelling material, board games and there is a bank of computers available for the children to use. Children can then either choose to partake in these activities, or are able to easily access other resources to follow their own interests. Children enter calmly, and are signed in by their teachers. They quickly settle onto their chosen activity, and staff sit with them discussing the school day and what they have been doing. The children work well together; for example, when on the computers they help each other to complete the games programs, or take turns when playing board games. Staff teach the younger children to develop their skills, such as how to use a mouse, promoting and encouraging children to try themselves. They are quick to praise children for their achievements which means children are very confident, and happy to try things out.

There is a good balance of adult-led and child-initiated activities. Staff support the children to complete homework tasks, for example helping them read their book, or develop their handwriting. They play games with the children, and use these to reinforce learning, such

as identifying numbers on the dice, or describing textures of materials in the craft activity developing the children's vocabulary. When children choose a task, such as completing a jigsaw, staff use this as a good opportunity to develop the mathematical language of shape using a range of open questioning. The outdoor play area and field are used extensively in good weather. Children enjoy developing their physical skills, such as when playing basketball, and are given opportunities to develop their imaginative play using a variety of large equipment as inspiration. Parents comment positively about the range of activities the club provides and how happy their children are to attend.

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

The key person system works well because staff work across the school and the setting. The key workers interact with the children and are the first point of contact for the child, their parents and school. They find out about the preferred activities, likes and dislikes of their key children, and use this to plan activities and ensure appropriate resources are available. For instance, they know that a child who has just started is particularly interested in dolls. Staff ensure that there is a selection of related resources available, such as dolls clothes, a jigsaw and storybooks to ignite the child's interests and help her to settle in. They also plan for circle time, asking her to bring her favourite doll in to show and discuss with the other children, and to make a doll's house in the craft area.

Children's behaviour is very good. They work well and socialise together across the age ranges. There are clear behaviour management policies and procedures, and children are aware of the boundaries. When children request to play a whole group game of 'Brown Bear', they happily wait until others are ready to join in, showing that they are aware of the needs of others. The club promotes healthy lifestyles. The menu is published weekly on the notice board and also on the school website, so parents know what the children have been eating. Children have free access to snacks, such as fruit, and drinking water is always available during the session. They take on responsibility when helping to prepare the healthy meals. Programmes for speech and behaviour are developed with the school for children with identified needs. This means that children's individual needs are met effectively and there is continuity for them across both settings. Children are competent at managing their personal needs, and know to wash their hands after toileting and before and after eating.

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

The children are safeguarded well. There are robust recruitment and selection processes. All staff have been trained in child protection and know the procedures to follow in the event of a child being abused. Risk assessment is in place and the maintenance of the premises and management of the safety systems good. Doors are locked and accessed through a security code. A password system is in place for those children being collected by adults unknown to the club. The leader ensures that staffing requirements and ratios are met within each session. Accident and medication records are maintained and signed by parents. This means children feel safe and secure in the setting.

There is strong partnership working particularly with the school, with good sharing of information, and use of joint strategies. Links with parents are good. Delivered in partnership with the school, parents are kept informed of their child's progress through the learning profile. Observations undertaken by the out of school club staff are incorporated in these. There is also a verbal exchange of information at arrival and collection times with key workers passing on any information to school. Policies and procedures are reviewed at staff meetings and implemented by staff effectively. The management demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage and describe it as the way of 'meeting the needs of early years children, working together with school, to enhance and bring structure to play, learning and development'.

Regular meetings allow staff to explore ideas and contribute to the development of the provision and activity planning. The manager effectively monitors and influences practice through observing staff, and analysing feedback from the school, parents and children. Effective appraisal and supervision systems are in place. The manager undertakes supervision with staff every six weeks and appraisals annually. This identifies what is going well, not so well, and individual training needs. A process of self-evaluation is being undertaken. This has involved a review of provision and practice in all areas of learning. Parent and child questionnaires have been completed and feedback sought from the school. The information gathered is being analysed to prioritise areas for development; although these have not yet been identified. Overall, recommendations from the previous inspection have been completed so that times and dates are now included in the registers and risk assessments. The development of a comfortable area for children to relax in is planned but has been delayed due to the club moving from the hall into the multi-purpose classroom.

### 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
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>	EY412461
<b>Local authority</b>	Leeds
<b>Inspection number</b>	875484
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Shadwell Playgroup Limited
<b>Date of previous inspection</b>	16/06/2011
<b>Telephone number</b>	07903 714738

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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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