

# Christ the King School After School/Holiday Club

Christ the King Cp School, Glenfield Road, LEICESTER, LE3 6DF

## Inspection date

Previous inspection date

09/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's safety and well-being is supported through effective staff deployment.
- Children are happy and relaxed and have formed positive relationships with all staff and children, leading to them being confident and secure individuals.
- Effective partnerships with the school ensures children's care and learning needs are shared, enabling staff to support children's learning in the out of school club.

### It is not yet good because

- Recruitment procedures are not robust as they do not ensure all the required checks or documentation needed to ensure staff are suitable to work with children are in place. In addition, the safeguarding procedure does not cover all requirements.
- Children do not have regular opportunities to explore their imaginations or consider aspects of diversity, through the range of resources on offer.
- Detailed information about children's individual skills and interests are not gathered from parents before they begin at the setting, affecting staff's ability to plan activities and an environment that builds on what children can already do and the things that fascinate them.

## 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 children playing in the dining room and hall.
- The inspector met with the manager and spoke with staff and children at appropriate times.
- The inspector spoke to two parents of children in the early years age range.
- The inspector looked at a range of staff and children's records, policies and organisational documentation.

## Inspector

Alex Brouder

## Full Report

### Information about the setting

Christ the King Out of School and Holiday Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in rooms within Christ the King Primary school in Leicester and is privately managed. The club serves the school only and is accessible to all children. It operates from the dining room and there is a fully enclosed area available for outdoor play.

The club employs three members of childcare staff, in addition to the manager. Of these, one has a level 5, one has a level 3 and one has a level 2 early years qualification. The club opens Monday to Friday from 2.30pm until 6pm during term times and 8am to 6pm during the holidays, with the exception of the Christmas period. Children attend for a variety of sessions. There are currently 49 children attending, four of whom are within the early years age group. The club supports children who speak English as an additional language.

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

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

- ensure all staff working with children are subject to a rigorous recruitment procedure, including suitable references and appropriate staff qualifications to show that they are safe and suitable to work with children
- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents, carers and others
- improve the information gathered about what children can already do before they begin at the setting and use this to plan more effective and challenging learning activities and an environment that builds on children's interests and skills.

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

- extend opportunities for children to make independent choices in their play, in particular using resources that support their imaginative skills, such as role play items and dressing up clothes, and resources that enable them to gain a positive image of others; reflecting their own identity and increasing their self-awareness.

### **Inspection judgements**

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

Staff have a suitable knowledge of the Early Years Foundation Stage and how to support the learning and development of young children. Activities and resources provided generally help children to acquire skills across all seven areas of learning. Appropriate teaching methods are used to ensure that children have some opportunities to be challenged in their thinking and learning, for example, as staff ask 'which star is bigger?' However, staff do not yet obtain clear and detailed information on children's learning

skills, interests and abilities before they begin at the out of school club, which leads to ineffective challenge at times in some areas of learning. Nevertheless, children are asked what they would like to do and as staff get to know them, their likes and interests are used to plan an environment that reflects their wants and needs, and supporting inclusion. The setting is beginning to work with the school as they seek information on children's learning from the foundation stage teacher to improve the support that can be offered to children within the club. For example, copies of the school's planning for children within the foundation stage are given to the club, which they are using to plan activities to extend children's learning and ideas.

Children have sound abilities in their communication and language, engaging happily in conversation with their peers and adults during active play. Adults support children appropriately in this as they ask children questions about their home lives, school and interests. During tea time a young child explained how hard they had been working, when asked what they had been doing they replied 'playing all day'. Another child on hearing this commented, 'I had to do phonics and writing all day; first on the white board and then on paper'. Children enjoy making marks and have free opportunities to engage in this pastime through the range of accessible mark making tools. Some children sound out how to spell words and confidently form letters to match the word. As a result, their literacy skills are developing well. Children's behaviour is good and staff are particularly successful in fostering children's confidence and social skills through praise and encouragement and positive role modelling. Older and younger children mix together well and have formed positive relationships, which leads to a calm and relaxed atmosphere.

Children have some opportunities to create freely through the use of paper, glue and collage materials. Photographic evidence shows that children have made their own play dough 'people' and used pine cones they have collected to paint with. However, there are less opportunities for children to explore their imagination in their play, for example, through the use of role play equipment and dressing up items. This prevents those children who have a vivid and keen imagination from making the most of their play experiences. Children's awareness of others is developed through the exploration of various festivals. For example, during the festival of Diwali a visitor came into the out of school club to teach children the story of Diwali through dance. These experiences help to give children some understanding of the wider world. However, day-to-day resources that encourage children to develop a positive view about a diverse society are limited, and this restricts children's understanding as they consider their own identity and the lives of others.

Children have sound opportunities to explore their physical skills, although, this can be somewhat limited in the winter months due to the lack of lighting in the outdoor area. However, children do have some access to the large hall, when this is not being used by the school. Here they are able to run, hop, skip, play with hula-hoops, kick and throw balls and practise their gymnastic skills. This contributes to developing their physical skills and enables them to partake in exercise to support their health. Children use their hands and fingers well as they thread and complete puzzles, and a number of children particularly like to use stencils; successfully holding the stencil down as they skilfully draw within the lines.

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

Children enter the setting confidently and are happy and relaxed. Staff have formed appropriate bonds with children enabling them to feel secure and confident. Children's security and confidence is further enhanced through their familiarity with the school building, as all who attend the club are pupils at the school. Information is relayed to staff on any pertinent information which may need to be shared with parents at the end of each day, as well as ideas on supporting children's learning, ensuring smooth transitions are supported. A key person system is in place and staff take time to get to know the children to enable them to support their learning and play in the club. Children behave well throughout the session and children of all ages play well together, leading to a happy atmosphere. Children know what is expected of them and staff calmly intervene to help resolve minor disputes or to encourage children to respect and listen to each other. Children are often kind and helpful. For example, when a child wished to use the stencil another child was using, they readily gave this to them, stating 'you can have it first'.

Children show they feel safe as they explain to the inspector what happens during a fire drill, although, older children joked that they thought jumping out of the window was a better option than exiting through the fire door. Staff are deployed appropriately to ensure that children are supervised and daily checks are in place to ensure that any hazards are identified and dealt with to support children's safety. Children display healthy practices as they use anti-bacterial cleanser to clean their hands before snack and are reminded to wash their hands after using the toilet. Foods offered to children support a healthy diet, such as sandwiches, salad, pasta and fruit. Meal times are a social occasion and children are involved in handing out food and drink to develop their independence skills.

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

The manager and staff have a sound understanding of the requirements of the revised Statutory Framework for the Early Years Foundation Stage, although, they are not fully complying with two aspects of the welfare requirements. Overall, children are safeguarded as the manager and her staff have a secure understanding of what to do should they have concerns regarding a child's welfare. However, the supporting policy does not contain all the required information to ensure that children are fully safeguarded. In addition, although recruitment and vetting procedures are in place, these are not robust enough to ensure that all those working with children are suitably checked. For example, certificates are not accessible to verify staff qualifications and written references have not been obtained. This is part of the legal requirements for both the Early Years Register and the Childcare Register and has the potential to impact on children's welfare if not fully in place. All other required policies and procedures are in place and accessible to parents should they wish to view them. Risk assessments are carried out to ensure that all areas

children access, both indoors and outside, are safe and suitable.

Overall, there are positive relationships between parents and carers of children who attend the out of school club. However, information is not gathered on children's learning and skills before they begin at the setting, and this prevents staff from tailoring activities and the learning environment to suit children's individual interests. Parents speak positively about the out of school club and comment that the staff have formed good relationships with their child and that they feel confident and happy for them to attend. Information is shared on children's individual learning needs with the school, enabling the staff to support and extend children's skills and abilities. For example, when a child required some additional help in recognising numbers and counting, a member of staff successfully supported this using a range of play activities.

The out of school club has been open for a short time and therefore, some aspects of practice are still developing. However, the manager and her team are keen to raise the quality provided with in the club and have plans in place to ensure that they can improve through, such things as obtaining the views of children and their parents through questionnaires. Staff appraisals have yet to be completed due to the club being open only a short time, however, there are plans to implement these to enable staff to be supported and their training needs identified.

### 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:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training)
- ensure that effective systems ensure that the registered person and any person caring for, or in regular contact with children, is of integrity and good character, has skills and experience for the work and is physically and mentally fit for the work (Suitability of persons to care for, or be in contact with, children)
- ensure that at least one person has completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training)
- ensure that effective systems ensure that the registered person and any person caring for, or in regular contact with children, is of integrity and good character, has skills and experience for the work and is physically and mentally fit for the work (Suitability of persons to care for, or be in contact with, children).

## 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	EY449024
Local authority	Leicester City

<b>Inspection number</b>	805878
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Janine Gibson
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07875465297

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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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