

St Josephs Play Centre

St. Josephs RC Primary School, Macklin Street, LONDON, WC2B 5NA

Inspection date

12/03/2013

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 enjoy a variety of fun activities that promote learning well in all areas.
- Effective partnerships with parents and the host school help to support children's welfare and learning.
- Staff fully understand their roles and responsibilities in safeguarding children and supporting learning and development, so that children are kept safe and progress well.
- Children's independence and confidence are promoted because staff encourage them to make their own decision about which activities to join in.

It is not yet outstanding because

- there is no comfortable and cosy area provided for children to rest or relax in quietly at the end of the school day.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 after school club hall.
- The inspector had discussions with parents and staff.
- The inspector sampled a range documentation including children's records, safeguarding procedures, accident records and children's progress records.

Inspector

Christine Bonnett

Full Report

Information about the setting

St Josephs Play Centre out of school provision registered in 2012. It is one of 13 provisions managed by People Potential Possibilities. It is located on the ground floor of St Joseph's Primary School Holborn, in the London Borough of Camden. The breakfast club is open each weekday from 8am until the beginning of the school day. The after school club is open each weekday from 3.30pm to 6pm. Both clubs run during term time only. Children have access to the school playground for outdoor play. There are currently 16 children in the early years age group on roll, some in part time places. The provision employs four staff, of whom three hold appropriate early years qualifications. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- consider ways to provide a quiet area for children to rest and relax in at the end of a busy school day.

Inspection judgements

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

Children enjoy a wide variety of activities that are fun, and support their learning well. Staff have a good knowledge of the learning requirements of the Statutory Framework for the Early Years Foundation Stage. They understand how to implement them effectively and so that they give suitable regard to the out of school provision. Staff observe the children as they play and assess their stage of development in each area of learning. This enables them to assess the next step in each child's learning journey. Staff incorporate all areas of learning into the play provision, however they give more focus on developing children's personal, social and emotional skills to compliment the learning children receive at school. Staff foster children's independence well by encouraging them to make choices about how they spend their time and initiate their own play. The centre is well resourced and children able to access equipment that interests them. Records of achievements kept clearly show the progress children make towards the early learning goals. Parents see their child's learning journey regularly and staff invite them to add comments which supports children's ongoing progress.

Children enjoy their play and are active learners. They are keen to join in the activities and concentrate well on their chosen task. Staff understand that one activity can successfully

incorporate all the areas of learning. For example, children have great fun learning to problem solve as they decorate their biscuits. They count how many biscuits they need, listen to staff explaining how much water is needed to make icing sugar and watch the consistency change. Stirring the mixture and tipping it onto the biscuit promotes children's physical skills, and allows them to express their individual creativity as they add decorations of their choice. Other popular activities include dressing-up, constructing train tracks and art and collage work. Although the hall is well-resourced overall, it lacks a quiet, cosy area for the younger children to rest and relax in, should they need to, after a busy school day. In harsh winter weather staff cordon off a section of the hall for physical activity, but mostly children enjoy energetic play outside. They develop their physical skills well by riding bikes and playing football and trips to the local park enable them to climb and swing.

The routine flow of information between the club staff, teachers and parents means that the individual needs of each child are consistently well addressed. This close liaison helps all children make progress in their learning and is particularly beneficial for those needing additional support.

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

Knowledgeable and confident staff promote children's welfare. The manager is the key person for the younger children. She knows the children well because she is present at the breakfast club as well as the after school club. Consequently children form strong attachments with her and develop a sense of security and emotional well-being. Other staff members also work in the school at lunch time, thereby providing continuity for the children through the day.

Staff promote children's growing understanding of the importance of adopting a healthy lifestyle. The breakfast club menu includes cereal, toast and scrambled egg. In the evening the selection of food available includes salad vegetables, cheese, ham, jam and pitta bread. Water, juice and milk are available to drink. Staff talk to the children about the benefits of health eating. Children understand the importance of washing their hands before eating and at other appropriate times. As well as playing group games for exercise, children also enjoy movement and dance sessions. The breakfast club has a weekly 'wake-up and shake-up' activity which includes exercising to music designed to prepare children for their day ahead. The after school club has 'Bollywood' and 'zumba' style dance and movement activities that provide physical exertion as well as good fun.

Children's behaviour is good. Any minor squabbles are managed effectively by the experienced staff who explain gently why some behaviour is unacceptable. Older children support the younger children by ensuring that they are included in the daily events. An older child at times is allocated to act as a 'buddy' to a less confident younger child to help them settle. Children learn the club rules, such as treating others with respect and listening to the staff. Knowing the club's expectations also contributes towards the children's good behaviour and increases their sense of belonging and well-being.

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

Managers and staff demonstrate a clear understanding of the learning and development and welfare requirements. The robust recruitment procedures ensure that all staff have suitability checks before working with the children. The manager is the designated safeguarding member of staff. She recently attended further training to up-date her knowledge and understanding of child protection issues. Staff demonstrate a secure understanding of the procedure to follow to report concerns about the well-being of children. Staff carry out risk assessments and routine safety checks. This means they are able to identify hazards and manage them effectively to prevent danger to children. Effective security systems prevent intruders gaining access to the children unchallenged. Children learn how to help keep themselves and others safe. For example, they learn how to handle and use scissors, and they also participate in regular emergency evacuation drills.

The provider and manager understand the importance of continuous improvement. They carry out daily and monthly evaluation of practice in order to identify where enhancements can bring about the best outcomes for children. The detailed self-evaluation document highlights the club's strengths and identifies areas for improvement. The provider and manager monitor the work of the staff through an effective supervision and appraisal system, thereby ensuring they deliver the learning and development requirements appropriately. Managers give priority to building on staff's existing skills and offer regular professional development to achieve this aim. Parents also have a voice in the evaluation of the club by completing survey forms. Their comments and suggestions are valued. On the day of the inspection, parents commented that they like the club and the facilities it offers to the children. They praise the nurturing staff and feel children's emotional needs gain support because there is continuity in the staff team throughout the day.

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 action. 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	EY453091
Local authority	Camden
Inspection number	884506
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	30
Name of provider	People Potential Possibilities
Date of previous inspection	not applicable
Telephone number	07805834851

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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