

St Joseph Federation B.A.S.C

St. Josephs RC Junior School, Woodend, LONDON, SE19 3NU

Inspection date	16/04/2013
Previous inspection date	18/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 achieving well and are motivated and keen to learn because staff arrange flexible indoor and outdoor activities where children can explore and represent their ideas and experiences in play.
- Strong partnerships are established with parents and others involved in the children's care and learning. This ensures children receive good support, consistency and continuity in their learning and development.
- The setting provides a warm, welcoming environment, which is safe and secure.
- The out of school club accurately appraises its effectiveness and ensures improvements are made in areas where they are most needed.

It is not yet outstanding because

- Staff do not take all possible opportunities to encourage children to extend their independence skills in everyday routines.

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 children and staff interaction in the main play area and outside.
 - The inspector engaged with and spoke to the children.
 - The inspector talked to staff, parents and held discussions with the manager.
- The inspector scrutinised a sample of documentation, including children's records,
- learning journals, staff suitability records, self-evaluation and policies and procedures.

Inspector

Pamela Bailey

Full Report

Information about the setting

St Joseph Federation B.A.S.C is run by an individual provider. The out of school club registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It and operates from a self-contained annex on the site of St. Josephs RC Junior School, located in the London Borough of Croydon. Children are accommodated in a hall and have access to the school outdoor areas. The out of school club is open each weekday from 7.30am to 9am and from 3.15pm to 6pm during school term-time only. The club provide before and after school provision for children up to 11 years who attend the school. There are eight children in the early years age group on roll. A total of six staff work with the children, of whom three, including the manager hold relevant National Vocational Qualifications at level 3 and two hold similar qualifications at level 2.

What the setting needs to do to improve further

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

- enhance opportunities for children to build on their independence in everyday routines, such as allowing them to serve their own foods.

Inspection judgements

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

Staff have a secure knowledge and understanding of how promote children's learning and development. Staff liaise with parents and the teachers at the school children attend to find out about children's individual needs on entry to the club. Staff follow particular topics and themes that children are learning about at school and use this to guide their planning. They make ongoing observational assessments of children's interests and monitor children's progress. This helps them to complement the education the children receive at school and to build on their skills and achievements. As a result, children are able to develop skills that support them as they move through school

Staff provide interesting and challenging activities that support children to make the best possible progress and gain the key skills needed for their next stage in learning. Children are confident speakers. They express their ideas and experiences well using good vocabulary. For example, children use talk to organise, sequence and clarify thinking. Children are able to describe the method use to create their name using small beads on the pegboard. This is demonstrated through selecting different colour beads and arranging with careful precision to create individual letters. Children write for different purposes.

They explain that they helping each other to make up a story using a selection of pictures. They confidently label their work with their name, writing recognisable letters. Activities such as cross-stitch and playing 'pool' support children to learn how to use tools safely, develop their concentration and their hand-eye coordination.

Children have good experiences that promote their understanding of the world. Children enjoy creating a simple representation of themselves. They use mirrors to observe their reflection and design self-portraits. Staff encourage children to talk about what they see and ways to mix the skin tone paints to get the desired effect. This helps children to look closely at similarities, differences and change. Children learn about living things, how they need to be cared for and can be used. For example, children plant and cultivate their own fruits and vegetables such as, lettuce, spring onions, spinach, carrots, marrow, courgettes, pumpkins, strawberries, gooseberries and blackberries. Well-planned topics such as international week, Chinese new year, Diwali, Christmas and Black History Month, promote children's understanding of different customs, food, music and celebrations. As a result, they learn to value and respect cultures other than their own. Children show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement and new images. They are able to explore and understand simple technology.

Children use a wide range of materials to expand their creativity and imagination. The club's 'Art Gallery' attractively displays the children's painting on canvas, mosaics made from sticky paper squares and still life drawings 'flowers in a vase'. They use clay to sculpt and construct hedgehogs and oil paint to change the design of ceramic pots. As a result, children can take pride in their artwork, which supports their self-esteem.

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

Children are very relaxed and display confidence in their surroundings. All children attend the school where the club operates and some of the staff work within the school. This helps children to settle quickly in the club and supports their strong emotional well-being. Children have warm relationships with the staff and each other. Strong friendships are evident. Children chat away happily, engaging in co-operative play. Children show sensitivity to others' needs and allow them to join in their games. This means children develop positive social skills and are learning how to respect each other. Children behave very well and can clearly explain their own knowledge and understanding of the 'Give me five' rules and boundaries at the club. This is because staff use pictures, words and signs to help children discuss and identify boundaries, so that they understand why they are there and what they are intended to achieve.

Children initiate conversations, enquiring about the role of visitors, describing themselves and talk about their abilities. They are confident to approach others and hold conversations. Children see to most of their own personal needs. They use the toilet independently and understand the need for good personal hygiene. For example, children explain that they need to wash their hands after visiting the toilet and before eating because they have 'germs'. Children can help themselves to a drink of water when they need one. However, staff do not take all possible opportunities to encourage children to

develop further their independence. For example, staff serve the children their meal at tea time. Children know and understand how to keep themselves and others safe. For example, they store tools such as scissors correctly after use and help to pack away resources at the end of the session. In addition to this, children are able to demonstrate their own knowledge of how to leave the premises quickly and safely in the event of an emergency. This demonstrates their responsible attitude towards their own, and others' safety.

Staff are deployed effectively, enabling children to enjoy a safe and exciting club. Children move freely between indoors and outdoors with staff close by to offer support. This enables the children to take safe risks and engage in new experiences through trial and error. A good range of physical activities encourages children to develop a positive attitude to exercise and challenges their physical development. Staff motivate children to be active through games such as basketball. Children show increasing skill as they learn to move and control the ball in different ways and practice target throwing with perseverance. Children experiment with different ways of moving when using the large climbing equipment in the adventure playground. For example, they complete obstacle courses balancing on beams, ropes and stumps, and are able to jump off and land safely. They travel with confidence under or over equipment and tackle rope climbing. Staff talk to children about taking their time, positioning feet securely and ensuring their own safety.

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

An enthusiastic and dedicated management and staff team are committed to raising standards in the club. The provider has addressed all weaknesses identified at the previous inspection. For example, the provider is able to demonstrate to Ofsted that an effective system for checking and monitoring staff suitability has been implemented. This helps to ensure that staff or any other persons who are likely to have regular contact with children are suitable to do so. Regular staff meetings and staff supervision help improve daily practice and support children's progress. Children play and learn in a safe secure environment. There are effective procedures for children's arrival and departure, and to monitoring children's whereabouts. For example, staff use a 'walkie talkie' to inform each other of the children's movements between indoors and outdoors. Staff carry out regular risk assessments that enable them to identify and address potential dangers to the children.

Ongoing staff development is encouraged through well-considered and purposeful staff appraisals, and support to undertake further training. Staff have a good understanding of child protection issues and how to safeguard the children in their care. The majority of staff hold a current paediatric first aid certificate and the remainder of staff are currently undertaking first aid training. Most staff are trained to work with children. Other staff are currently working towards a professional qualification or a qualification relevant to play work to compliment their childcare qualification.

Staff are secure in their understanding of the learning and development requirements.

They have developed strong partnerships between the club and the school on the same site. Staff work closely with parents and the school to support any identified needs a child may have. This helps staff to build on children's existing skills and abilities and prepares them for their next stage in learning. Parents' comments, received during the inspection, are very positive. Parents appreciate the friendly setting and approachable staff. They endorse the quality care and play experiences for their children and recognise the good progress they have made since attending the club. Regular newsletters ensure the parents are kept informed about what is happening within the club and how they can help the children at home.

There is a clear vision for the future of the club and effective monitoring and reviewing to shape the provision it provides. For example, through consultation with the school, staff and parents, new light posts have been fitted along the pathway to improve safety and security. In addition to this, the club have worked with the school to install computers to further develop children's access to information and communication technology.

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 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	EY439207
Local authority	Croydon
Inspection number	798374
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	35
Number of children on roll	54
Name of provider	Stephanie Odewale
Date of previous inspection	18/04/2012
Telephone number	07771904069

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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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