

St Paul's Funclub

St Paul RC Church Hall, St. Pauls Presbytery, Buckstone Crescent, LEEDS, LS17 5ES

Inspection date

Previous inspection date

07/10/2013

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

- Activities and planning reflect children's choices and interests. This means that children's voices are valued and listened to, and results in them making good progress in their learning. It is very much 'their club' and this helps to promote a sense of pride and belonging.
- Children are happy, safe and secure and have formed very good relationships with staff and one another. This promotes a positive sense of belonging for all children.
- Partnerships with the school and parents make a good and positive contribution to providing consistent care for children throughout times of transition and in their learning and developmental progress.
- The manager effectively develops the staffing team through monitoring and a strong self-evaluation process, where there are strong relationships with parents and other carers. This enables the management team to bring about changes to improve outcomes for children.

It is not yet outstanding because

- Children do not always have a cosy book area available to them to provide them with a quiet space to rest, especially after a busy day at school.
- Staff are not making maximum use of the outdoor play area to fully support children's outdoor learning experiences.

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 spoke with staff and children throughout the inspection.
- The inspector observed children playing in the setting and also outside in the playground.
- The inspector looked at children's learning records and other relevant documentation.
- The inspector talked with parents as they arrived.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

St Paul's Funclub was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a church hall in Alwoodley on the outskirts of Leeds. The club serves the local area and is accessible to children attending St Paul's RC Primary school. It operates Monday to Friday (except Thursday afternoon) from 7.30am until 9am and from 3.15pm until 5.30pm, term time only. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager also has a childcare qualification at level 4. There are currently 46 on roll and of these, six are in the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance further the outdoor learning environment and resources available to give children opportunities to further investigate the natural world, for example, by providing wind chimes and blowers, to support children's understanding about how and why things work
- support children to relax and freely access a range of books, for example, by developing cosy areas with books, cushions and blankets.

Inspection judgements

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

Children are very involved in sharing their ideas with staff, which fully ensures that they are included in the planning of activities. This gives children a positive sense of belonging and means that they have an element of control over their play and learning. As a result, children enjoy attending the club. Staff ensure that the children have a wide range of experiences which interest them and support their learning and development. For example, staff encourage children to look in the 'show and play' book where they can choose what they wish to play with. Staff's quality of teaching is good. They extend and challenge children. For example, as the older children ask to play 'What's the time Mr Wolf?', staff encourage the younger children to join in. As the younger children take part they, together with staff, count the steps which coincide with the time. This helps to promote children's understanding of time and mathematical concepts. Children get good opportunities to develop their physical skills. They are eager to play out in the large playground attached to the school. They balance on the tyres and carefully stack them

showing their friends the tower. Other children play a game of football listening to the rules from the older children. However, there are fewer opportunities for children to learn about the natural world, particularly how and why things work, for example, from the effects of the wind.

Children are given support to complete their homework, and staff build upon themes from school and talk about what children have learnt that day. Staff gather information about children's learning using observation sheets and through good communication with the teachers. This helps staff to get to know the children and to plan and assess their learning successfully to build upon their interests and existing skills. Staff talk to all parents when they arrive to collect children, and share information about their child's learning. This helps to engage parents and develop consistency between home and the club.

Staff conduct formal observations on the children's learning to monitor their progress and have a clear understanding of their development. They also record their starting points through gathering information from parents when they first start. The staff ensure children develop the important skills they require for their future and demonstrate readiness for the next stage of their learning. A record is maintained of children's progress and tracked to ensure children are within the expected levels for their age. These documents also contain photographs of children taking part in a good and varied selection of activities and are clearly linked to the areas of learning and the children's stage of development. The staff make parents aware of the children's learning records and these are readily accessible for them, along with the children's teacher. This ensures a positive and shared approach to children's learning, with both parents and teachers.

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

Children are happy to attend the club as they have very good relationships with the staff who care for them. This is because the staff take the time to talk to the children, finding out about their skills and interests, and listening to their views and opinions. Their sense of security is further supported through the clear and consistent boundaries about expected behaviour, maintained by staff. Children are fully involved in deciding the ground rules for the club and therefore understand the importance of following them. This results in children behaving well. Staff play with children and join in their games, allowing them to let off steam and unwind. They supervise children's play well. Staff encourage them to learn new games when playing with cards and help them to calm down when they become over excited as they also play 'What's the time Mr Wolf?'. However, there is not always a cosy space available with books and cushions to enable younger children to rest and unwind at the end of the school day.

There is a good key person system in place, children know who their key person is as well as parents. They are introduced to both the children and parents when they first start and build secure attachments and bond well. For example, children go to their key person if they need reassurance and recognise them through being informed who is there, along with the photographs displayed. This build children's self-esteem and their confidence.

Children are supported to learn about healthy diets through the breakfasts and afternoon

snacks provided at the club. Water is available to drink at all times, and staff explain to children why juice or sweets are not provided, supporting their understanding of appropriate foods and drinks to promote good health. Daily opportunities are provided to support children's understanding of the benefit of fresh air along with exercise. For example, children walk to and from the nearby school as well as enjoy free access to the outdoor area.

Staff teach children about how to stay safe, both in the club, as children are keen to explain how they evacuate the building in a fire, and when walking to the other site, as children line up and put on hi-visibility jackets. This quality of teaching ensures children have a good understanding of staying safe.

Independence is actively promoted as children pour their own drinks and help to tidy away after snacks. They take responsibility for their own personal care and routinely wash their hands before their snack. They learn how to enjoy snack times as a social occasion where they chat to their friends. Staff have a good rapport with the children, working effectively to support their activities and make sure they have an enjoyable time at the beginning and end of the school day. Staff communicate with teachers as they collect children. This enables staff to pass on messages to parents, effectively supporting them in the care of their child.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children and their happiness come first. The experienced and well-qualified staff team understand how children learn through play and provide a broad range of activities that support children's early learning skills to a good level. Children's safety is given high priority. The manager is the designated member of staff for safeguarding. All staff have attended child protection training and the policies and information on display are based on the Local Safeguarding Children Board procedures. The visitors' book and strict rules regarding securing the front door and the close circuit television further ensure the children's safety. Effective risk assessments are in place to identify and minimise risk to children at the setting and on outings. Risk assessments and robust procedures are in place to manage the transporting of children to the setting.

The club has good relationships with parents. The manager talks to all the parents as they come to collect children. They have access to the policies and procedures for the safe management of the setting with copies readily available or emailed on request. There is an informative noticeboard where parents can see their children's key person, along with menus, what goes in a healthy packed lunch and planning of the clubs activities. Partnerships with the whole school are effective in ensuring the good progress of children's learning and development. For example, staff attend parents evenings at the school.

There is a robust recruitment process in place with clear roles and responsibilities in the

staff employment contracts. The manager and staff team have regular meetings that ensure staff are aware of training opportunities and maintain a good level of professional development. Staff have a good understanding of the provision as they monitor the educational programmes ensuring children have a broad range of experiences throughout each session and plan an interesting range of activities they know children will enjoy. They also involve children in planning through asking them to talk to them about toys and activities they would like to play with and also the snacks they would like. This ensures children are included and feel valued within the club.

Effective self-evaluation of the setting and practice ensures that priorities for improvements are identified and acted upon to enhance the care of the children, by all staff. Staff take into account the views of parents, through discussion and regular questionnaires, and listen to children. All parents spoken to during the inspection are highly complimentary about the quality of care and education their children receive at the setting.

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	EY460915
Local authority	Leeds
Inspection number	910509
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	46
Name of provider	Little People (Alwoodley) Ltd
Date of previous inspection	not applicable
Telephone number	0113 266 7242

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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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