

St Teresa's Child Care Club

St. Teresas Catholic Primary School, Stone Road, Trent Vale, Stoke-on-Trent, Staffordshire, ST4 6SP

Inspection date

Previous inspection date

17/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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	4

The quality and standards of the early years provision

This provision is inadequate

- There is a lack of understanding about when it is important to notify Ofsted regarding significant changes to the setting. There is confusion about who is responsible for the club, and staff carrying out the current day-to-day running of the setting are not identified as managing the club.
- Poor leadership and management means that staff are not adequately supported in their roles. There is no system to provide regular supervision to enable staff to discuss their performance or identify ways to develop their skills. This means that children's learning is not well supported.
- The safeguarding policy lacks detail. It does not cover the use of mobile phones and cameras in the club, which is a breach of a statutory requirement.

It has the following strengths

- Children enjoy their time at the club. Staff provide a fun and engaging range of activities which adequately promote their learning and development, and they display confidence in their surroundings and with the staff who care for them.
- Staff work hard to ensure the individual needs of children are met. Individual plans are in place to support those with additional requirements, and one-to-one attention is provided to help children meet their next steps in learning and development.

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 the main hall and viewed the outside learning environment.
- The inspector spoke with the manager of the provision and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at children's records, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Jennie Lenton

Full Report

Information about the setting

St Teresa's Child Care Club was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the hall and annexe of St Teresa's R.C Primary School in Trent Vale. The club has access to the school playgrounds and field for outdoor play.

The club employs seven members of childcare staff, six of whom hold appropriate early years qualification to at least level 2. The club opens Monday to Friday all year round. During term time, a breakfast club runs from 7.45am to 8.55am and after school provision is offered from 3.30pm to 6pm. A holiday club is available during school holidays from 7.30am to 6pm. There are currently 150 children on roll, 35 of whom are in the early years age range. Children aged from three to 11 years attend the setting for a variety of sessions. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase knowledge of when to notify Ofsted of changes within the organisation, in particular when there are significant changes to the registered provider and the person who manages the setting
- revise the safeguarding policy and procedures to cover the use of mobile phones and cameras in the setting
- make arrangements for the supervision of staff so that they have regular opportunities to discuss any issues relating to children's development or well-being and are able to promote their professional development.

Inspection judgements

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

Children are happy to attend, coming into the club with enthusiasm. They chat away confidently as they help themselves to a light snack before deciding what activities they want to engage with. They quickly settle to favourite activities, such as playing a game of table tennis, building with construction blocks, dressing up or taking part in a variety of arts and crafts. Computer games are also enjoyed, where children develop their information technology skills as they play games with their friends. They show they feel

safe and secure as they enjoy the independence of choosing what they want to do and helping themselves to resources as required. Planned activities led by staff are also available. Baking activities provide children with the opportunity to learn mathematical skills as they measure ingredients and weigh them out, while craft activities provide them with plenty of opportunities to develop their own ideas and make models and pictures to their own design and satisfaction. Children are engaged in fruitful activity throughout the session as they remain interested and stimulated by the variety of activities on offer.

Staff supervise children as they play, helping them to set up the computer games and joining in with their activities. Staff encourage them to read along as they share books, praise them as they complete homework and help them to develop their manual dexterity as they work out how to fasten shoes from the dressing up box. Staff are aware of each child's individual levels of attainment as they know the children well and discuss their abilities with class teachers. Consequently, they know how to pitch activities appropriately to help children make steady progress.

Older and younger children confidently chat and interact with each other. They show respect for each other as they share resources and take turns with popular equipment, such as the computer. At snack times they all sit together and listen to each other as they talk about their day or the activities they have planned for the evening. This helps them develop key skills for future learning, such as concentration and turn taking, as well as helping them to be confident in other group settings, such as the classroom.

Children in the early years age range are collected from their classrooms and escorted to the club. Staff chat to the reception teachers at this time and find out about the child's day and any issues or areas for development. They ensure that this information is promptly shared with parents. Staff also work in partnership with parents and other professionals to identify effective strategies for any child with additional needs. They regularly review children's progress and discuss any concerns promptly. Therefore, all children, including those with special educational needs and/or disabilities, are encouraged to reach their full potential as they are assisted to develop the skills that help them progress in school.

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

Children are relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily and engaging in cooperative play. They all attend the same school where the club operates and are therefore very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. Older children show care for younger ones as they are used to looking out for them during the school day. As a result, there is a family atmosphere at the club and children show a strong sense of belonging.

Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive a suitable snack and drink. Children help themselves to cheese and crackers and pour their own drinks. They take on some responsibility for the

club as they help to put away chairs and tables after snack time to make way for toys and other resources. This also helps them develop their self-help skills. Children also learn how to keep themselves safe by following clear rules and behaving well. They know that they must tell staff if they are going to use the toilets so that staff are aware of their whereabouts, and that they must not run inside the hall in case they fall over. The fire drill is also practised to develop children's understanding of how to respond safely in an emergency. This follows the same procedure as the school to avoid any confusion.

Each child's personality, likes and dislikes are respected and understood. Staff get to know the children well and show them genuine respect and care. When children leave the club as they change schools, they all receive a leaving gift and card as staff value them and are keen to show them that they will be missed. Consequently, children have positive self-esteem as they know they are highly thought of. Staff ensure that all children are treated with equal care and respect. They provide additional support to children with special requirements, working with parents and others to make sure they are able to provide appropriate care. For instance, all staff attend training to support children with medical needs so that they are able to care for them appropriately. They keep clear records relating to any treatment that has been required, and ensure that this is promptly shared with parents. Children's health more generally is also promoted. All children have daily access to the outside area where they enjoy running around, playing games of football or hula hooping. They are reminded to wash their hands before having a snack and are able to help themselves to fresh water throughout the session.

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

The club leadership does not have a secure understanding of their responsibilities in meeting the Early Years Foundation Stage welfare, learning and development requirements. They lack understanding about when to contact Ofsted and inform them of significant changes. The club is currently the responsibility of the school governing body, but the nominated individual has retired, although has not formally resigned from his role. Furthermore, no new individual has been identified to take on this role and therefore it is not clear who is routinely supporting and monitoring the staff. In addition, the club is being managed on a day-to-day basis by the deputies as the manager is currently on long-term absence. The deputies and their staff have done an admirable job of keeping the setting running to a suitable standard, but this has been for a prolonged period without any monitoring. As such, it represents a significant change which requires notification to Ofsted to ensure that the care of children is not adversely affected.

Staff are appropriately qualified and clear recruitment procedures ensure that only suitable individuals care for children. All staff have a current disclosure and barring service check in place. Annual self-declarations are completed to confirm that nothing has changed in their status to make them unfit to work with children. Staff attend some training to keep their skills up to date. For example, they regularly update their paediatric first aid certificates. However, they do not have many other opportunities to discuss their training needs or build on their existing skills. There is no supervision process in place to enable them to reflect on their practice and identify their strengths and weaknesses. Consequently,

children do not benefit from new ideas or techniques as staff are not supported in their professional development.

Staff have a clear understanding of safeguarding and are able to explain the signs and symptoms that may indicate abuse. They know how to report any concerns to the correct authorities and where to seek additional support. There is a policy in place to underpin appropriate practice. This includes details of the Local Safeguarding Children Board and what to do in the event of an allegation being made against staff. However, it does not cover the use of mobile phones or cameras in the club, which is a breach in requirements. Nevertheless, because staff are fully aware not to use mobiles phones and cameras within the setting, the lack of detail in the policy does not impact on children's safety, which continues to be assured. The environment is risk assessed and all external doors are secure, with access being restricted by locks. Staff are vigilant as children play and make sure that they are protected from hazards. For example, spilt drinks are promptly mopped up to prevent anyone slipping.

The club recognises the role parents have in their children's learning, and care and effort is made to inform them of ongoing events and planned activities. Newsletters are sent out to alert them to planned outings, and parents are also encouraged to make suggestions about any activities they would like to see included. This is used as part of the self-evaluation process, with changes being made to meet requests where possible. All parents receive verbal feedback as to their child's progress every day. This ensures any issues can be promptly discussed. Parents also have access to the club's policies, including the complaints policy, enabling them to follow a clear procedure in the event of any problem. Parents report that they value the club highly, referring to it as a 'lifeline'. They praise the staff for being 'fantastic' and state the only problem they find is 'getting my child to leave'.

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	224699
Local authority	Stoke on Trent
Inspection number	864337
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	150
Name of provider	St Theresa's Catholic Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01782 235005

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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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