

# St.Joan of Arc Extended School

St. Joan of Arc RC Primary School, Northolme Road, LONDON, N5 2UX

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 09/12/2013 |
| Previous inspection date | 06/07/2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 1 |
| The contribution of the early years provision to the well-being of children            |                         | 1 |
| The effectiveness of the leadership and management of the early years provision        |                         | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Highly effective partnerships with parents and class teachers provide a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills for the future.
- The club's realistic evaluation system and highly effective monitoring identify targets for future development and ensure that the club continues to provide superb quality care for all the children.
- Children thoroughly enjoy their time at the club. They are well-cared for and their emotional well-being and healthy lifestyles are effectively promoted. Consequently, they behave very well, eat healthily and feel safe and secure
- Staff give the highest priority to ensure that all children are safeguarded. They are fully aware of their individual responsibilities to protect children from harm.
- Frequent and in-depth staff supervision and monitoring ensures consistently high levels of practice throughout the club. The manager is inspirational. She encourages staff to use their talents and interests well, which makes the club vibrant and purposeful.

## 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's play and staff's interaction with them and conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, procedures, children's records and planning.
- The inspector talked with the manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Lorraine Pike

## Full report

### Information about the setting

St Joan of Arc Extended School opened in 2007 and is based at St Joan of Arc school in the Highbury area of the London Borough of Islington. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of four after school clubs and two holiday play schemes that are managed by the Highbury Roundhouse Association. Children have access to two school halls, outdoor areas and adjacent toilet facilities. The outdoor areas include a large playground and an artificial turf area for sports games. There are currently 286 children on roll; of these, 14 are in the early years age group. The setting is open each weekday from 3.30pm to 5.45pm during term time only. The setting employs five staff including the manager, all of whom hold appropriate early years or play work qualifications at level 2 and above.

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

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

- strengthen children's social experience at snack time by enabling them to remain with their friends at the table should they wish by, for example, having drinks available to help themselves to.

### Inspection judgements

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

Staff have an excellent understanding of the Statutory framework for the Early Years Foundation Stage and how activities support children's learning and development. They have a clear understanding of how children learn through play. Staff appreciate that children have a challenging day at school and provide activities that enable them to have fun and relax as well as support their learning effectively. Children's progress towards the early learning goals is supported through the exciting, stimulating arrangement of activities in both the indoor and outdoor environment. The club follows the same topics as those used in school. Consequently children's understanding of curriculum topics is enhanced in all aspects. Children thoroughly enjoy the extensive outdoor space that is available to them at all times throughout the year. They value the opportunity to further develop their physical skills as they master new techniques on the newly installed adventure play equipment. For example, they learn how to balance, swing, climb and hang. Staff sensitively deploy themselves throughout the club so that all the children are kept safe, while being supported in their play to enhance their learning experience. Children are actively involved in the exciting atmosphere because they are keen, active learners. For example, children learn how to sort and match dinosaurs that have similar characteristics because staff act as excellent role models as they show them how to

complete the activity.

Children have the opportunity to attend an exceptional range of additional classes run by specialised tutors for part of the session. The classes are planned as a result of children's interests. For example, children can choose from drama, guitar lessons, jewellery making, gymnastics, karate, fencing or art. These are very well attended and enrich the children's day.

Staff are enthusiastic about the experiences that they provide for children and use extremely good teaching techniques which they tailor according to the age and stage of children's development. For example, when children express an interest in learning how to draw an elephant, staff demonstrate in detail the various stages for older children. They simplifying the process for younger children and maintain their motivation to keep trying by praising their efforts. Many staff have worked in the setting for a number of years and this provides consistent care and learning for the children. This has a very positive impact on children's learning and development as they have built up strong relationships that enable them to feel comfortable and confident at the club.

Since the last inspection systems for assessing and planning for children have vastly improved. Observations and assessments of children are clear, precise and sharply focused. Staff accurately identify children's next steps for progression, which enables them to focus on individual children's learning needs. Assessments are based on the key person's detailed knowledge of children and their families. The exceptionally strong partnership with teachers in the school ensures a comprehensive approach to children's learning. Key persons share children's achievements with their class teachers. This enables teachers to compile a central profile for each child. As a result there is a very effective system for tracking and evaluating children's learning.

Information about children's interests and individual needs, gathered by staff from parents at settling visits, ensures staff can build on what children already know and can do. There is a daily verbal two-way exchange of information between parents, staff and teachers. Parents are provided with a wealth of information regarding the events and forthcoming planned activities for the children. As a result, each child's needs are identified and met extremely well.

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

Staff provide a nurturing environment that provides a kind and respectful atmosphere in the club. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. As a result children take great care of one another. Staff are extremely warm and sensitive to the children who they support. A highly effective key person system enables children to settle quickly and gain confidence as they eagerly explore and investigate. The implementation of very effective procedures and skilled staff ensure that children are extremely well-prepared for the next steps in their learning. Children are invited to share their thoughts and suggestions about the club as well as larger projects such as raising money for the redevelopment of a local

community centre. Therefore, children feel valued and enjoy being part of the club.

Children behave exceptionally well as staff have high expectations and clear boundaries in place. Positive behaviour is encouraged extremely well through consistent praise. Any unwanted behaviour is discussed with children in age and developmentally appropriate language. Children have an excellent understanding of acceptable behaviour as the club shares the same clear rules as the school. These are clearly displayed in the outside area for all to see. This consistent approach creates a harmonious environment in which children thrive.

Children demonstrate that they are independent and are fully aware of the routine of the club. When they arrive they hang up their own coat and store their bags securely. Staff promote good health through meticulous hygiene procedures. For example, children learn robust hand washing routines by applying special lotion to their hands before washing then placing their hands under an LED light to highlight any areas that still harbour germs. Therefore, children have an enhanced understanding of healthy practices and are confident in managing their own needs and accessing the facilities independently.

Children thoroughly enjoy snack time as they sit together and socialise while eating. Healthy lifestyles are promoted through a range of tasty foods, such as crackers, cheese, cucumber and fruit. Children leave the table to rehydrate themselves by using the water fountain. This sometimes disrupts the social aspect of mealtimes for some children. Staff have developed a highly innovative way of helping children to learn about healthy choices as they plan their own weekly menus by selecting healthy from unhealthy foods. Children make independent choices as they frequently make their own sandwiches and wraps by choosing from a selection of healthy fillings. All children tidy away after themselves and help staff to clean the tables.

For a majority of the session children have access to the outdoor play areas to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. Children also learn about keeping themselves safe very effectively. For example, they practise the fire drill regularly and know which colour foot print that is printed on the surface of the playground they must not go beyond.

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

The manager and staff have an excellent understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Extremely robust procedures, risk assessments and staff vigilance protect all children. The safeguarding of children is given high priority. Every member of staff has received training on how to safeguard children and they have a detailed knowledge of their responsibilities and the procedures to follow should they have a concern about a child. The manager is the designated person and has attended a vast amount of training. This ensures that she has a thorough understanding and knowledge of procedures and how to support staff and parents should she have any concerns. Staff are supported by a comprehensive and up to

date safeguarding policy in addition to further thorough policies and procedures that effectively underpin practice at the club.

All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards ensuring children are safe in the club. For example, risk assessments cover all areas children have access to, these are double checked by staff prior to children arriving and changes recorded. In addition, a suitable amount of staff are trained in paediatric first aid. These practices promote the ongoing safe management of the club and children's well-being.

Highly robust procedures are in place for employing staff and checking their suitability to work with children. All staff have their previous employment history and references checked thoroughly. Staff records are securely stored on site and are only accessible to authorised members of staff to maintain confidentiality. Staff are regularly observed by the manager to ensure their practice is of high quality at all times and together they support each other through professional discussions. This enables the whole team to identify the strengths and weaknesses of each other's practice. Regular reviews of staff practice, professional development, training and targets for improved performance ensures that the manager very effectively monitor staffs continued suitability. Staff flourish and are fully supported by the manager in their roles as they undertake further training and professional qualifications. For example, one member of staff has recently completed their qualification at level 3. This enables staff to gain further responsibility and confidence in their roles in the club. The manager is inspirational in her approach to training. She has recently worked with her local authority to develop training in the Statutory framework for the Early Years Foundation Stage suitable for after school clubs. This has now been rolled out to the whole of the borough.

There is a solid partnership in place between staff, the school, Highbury Roundhouse Association, parents and other agencies to ensure that any interventions needed are secured, and children receive the support they need. Parents' opinions are sought regarding the organisation of the club and changes are implemented accordingly. Informal catch-up chats with staff at the end of the day ensure they are fully informed. Parents demonstrate that they appreciate the staff's work and dedication as they comment, 'my child loves coming, I always know exactly what he has been doing as the communication I receive from his key person is great.' 'There are so many opportunities for my child, not only the wonderful activities but the interaction they receive from the older children.'

Self-evaluation shows rigorous monitoring of the effectiveness of the setting, and feedback from parents, staff and children helps to drive further improvement. There is a well targeted and ongoing desire to maintain the highest standards as the club. The club is now into its second year of enrolment with Islington council on their 'quality action and monitor' pilot accreditation scheme. This assists in the building of a secure staff team who share their ideas, to ensure that an extremely high standard of care and learning is provided.

## **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | EY360189                        |
| <b>Local authority</b>             | Islington                       |
| <b>Inspection number</b>           | 844195                          |
| <b>Type of provision</b>           | Out of school provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic        |
| <b>Age range of children</b>       | 4 - 11                          |
| <b>Total number of places</b>      | 44                              |
| <b>Number of children on roll</b>  | 286                             |
| <b>Name of provider</b>            | Highbury Roundhouse Association |
| <b>Date of previous inspection</b> | 06/07/2009                      |
| <b>Telephone number</b>            | 0207 359 5916                   |

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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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