

St Joseph's Out of School Club

St Joseph's Catholic Primary School, Grosvenor Road, HUDDERSFIELD, HD5 9HU

Inspection date	16/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 thoroughly enjoy their time at the club. Staff work closely with the school to ensure that the educational programme supports the next steps in children's learning, which ensures they make good progress in their development.
- Staff encourage the children to work cooperatively together and as a result, their personal, social and emotional development is well promoted.
- Relationships between the staff and children are good, which ensures children's emotional well-being is supported well.
- The manager ensures that staff receive a well targeted programme of training and support to help them to fulfil their role to a high standard.
- The manager and all staff understand their roles and responsibilities to ensure that children are safeguarded and robust systems for risk assessment and staff vigilance means that children's welfare is maintained.

It is not yet outstanding because

- There is room to develop further opportunities to involve parents in their children's learning.

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 the children participating in a range of activities in the club.
- The inspector scrutinised a range of documents including policies and procedures, staff suitability checks, planning and children's development records.
- The inspector took account of the written views of parents by sampling their feedback questionnaires.

Inspector

Sarah Taylor

Full report

Information about the setting

St Joseph's Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Joseph's Catholic Primary School in Huddersfield, West Yorkshire and is privately managed. The club operates from the main school hall. The club serves the children of the school. It operates from 7.15am to 8.45am and 3.15pm to 6.15pm each weekday, term-time only. There is an enclosed area available for outdoor play. The club employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 2 and 3.

What the setting needs to do to improve further

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

- increase opportunities to involve parents in their children's learning. For example, by seeking additional ideas from parents about activities that children have enjoyed at home and incorporating these into the children's individual planning journals.

Inspection judgements

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

Staff plan a wide range of activities that support the next steps in children's learning and complement their school day. They work closely with children's teachers to ensure that activities are based around children's care and learning needs. Staff provide challenging activities that sustain children's interests and cover the seven areas of learning well. Children's starting points in learning are established through discussions with parents and through a feedback form, which is completed when children first join the club. Staff use this information to plan initial activities and then continue building on this by observing the children themselves. Staff plan the next steps in the children's learning based on their observations and through discussion with children's class teachers.

Children's assessments are thorough because there is a collaborative approach to their learning. However, opportunities to involve parents in their children's learning are less well developed. For example, their ideas are yet to be fully included into the club's planning. Parents receive regular newsletters, which provide them with useful information about the club's educational programme. Frequent open evenings further promote positive relationships with parents. Children enjoy working cooperatively together. For example, they play number games where they add coloured counters to make rows. Staff extend this activity by asking the children to count how many counters make a row. Consequently, children's personal, social and emotional development and their mathematical understanding is developing well.

Children's physical development is well promoted. This is because the staff provide a

range of interesting activities to help the children to learn to move in new ways. For example, children enjoy jumping up and down as they jump over the skipping ball. Staff interact well with the children and provide them with guidance and support. For example, staff demonstrate to the children how to use the cars and small world toys. Children thoroughly enjoy mark making where they are learning to form letters. Staff encourage the children to write their own name on their artwork. This provides them with good opportunities to develop skills, which promote the next steps in their learning.

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

When children first start at the club, staff obtain information from parents about their care needs and family background. This enables the staff to plan for children's individual needs well. For example, staff establish children's independence levels so that they can support them even further. Consequently, children's transitions into the club are well managed. Staff work closely with the school and other settings to ensure that children are emotionally prepared for future transitions. For example, they talk to the children about their school day and/or their new environments. Relationships between the staff and children are good, which ensures children's emotional well-being and personal, social and emotional development is well promoted.

Children's involvement in conducting and writing the club's risk assessments ensures they have a good understanding of hazards and risks to them. Consequently, they are learning how to keep themselves safe. Children are well behaved because staff encourage their good behaviour and provide guidance when children are less well behaved. Resources are regularly checked to ensure that they are clean and fit for purpose and staff use them well to capture children's interests.

Children are learning about healthy lifestyles because they are provided with a range of healthy breakfast options, such as, cereal, fruit and toast. This is complimented by the regular access to the quad area, where children participate in physical exercise. Children's self-esteem is well promoted because their key carers proudly display children's art work around the club. Staff's quick response to support children's individual needs means that children are made to feel safe and secure in the club.

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

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage. For example, she meets weekly with all staff to monitor the educational programme and provides the staff with guidance and support. The manager ensures that staff receive a well targeted programme of training and support to help them to fulfil their role to a high standard and regularly holds review meetings to monitor staff performance.

The manager and all staff have undertaken safeguarding training, which means that they are familiar with the procedures to follow should they have a concern about a child.

Regular risk assessments and the recording of accidents and medication ensures that children are well protected from harm. This is further enhanced by staff's vigilance when checking the identity of any visitors to the setting. Recruitment procedures are robust and staff are subject to suitability checks before they are employed at the club.

Whilst the club has only been operating for a short period, the manager has already established clear plans for the future and is beginning to reflect on practice at the club. For example, she has already sent out parent questionnaires and held discussions with the children to form a thorough self-evaluation process. Comments received from children and parents are highly complimentary and one parent states 'It has been one week since my child started at the club and I can already see the progress my children have made', whilst a child states 'I like coming to the club because we do lots of activities and we play really fun games.' Staff have established good relationships with other professionals, which helps them to provide additional support to the children should they need it. Collaborative work with the school means that children's skills for the future are supported well at the club and consequently, children make good progress in their learning and development.

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

Unique reference number	EY465926
Local authority	Kirklees
Inspection number	923322
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	44
Name of provider	Lindsey Chadwick & Susan Swain Partnership
Date of previous inspection	not applicable
Telephone number	07806793448

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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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