

# St Paulinus Kids Club

St Paulinus RC Primary, Temple Road, Dewsbury, West Yorkshire, WF13 3QE

<b>Inspection date</b>	30/01/2014
Previous inspection date	11/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
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

- The record of information required for each child is not consistently maintained. As a result, details such as the name and address of every parent or carer who is known to the provider are not recorded. This is a legal requirement.
- The provider failed to inform Ofsted that there has been a change to registered individuals. This is a legal requirement.
- The quality of teaching and interaction with children is variable and some practitioners lack the confidence to ask open-ended questions. This does not ensure that children are adequately challenged in their thinking and learning, and so they do not make the best progress they can.
- The system for monitoring performance and acting on identified training needs is not good enough. As a result, the quality of the programme for professional development is not always focused sufficiently on improving the quality of teaching.

### It has the following strengths

- Practitioners have clear expectations for good behaviour. This helps children learn about right and wrong.
- Children serve themselves at mealtimes. This promotes their independence skills.

## 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 looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation and held discussions with children.

## Inspector

June Rice

## Full report

### Information about the setting

St Paulinus Kids Club was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the hall of St. Paulinus Roman Catholic Primary School, which is close to the centre of Dewsbury. The club is run by a management committee. It serves the local area and is accessible to all children. There is an area available for outdoor play.

The club operates from 7am to 8.30am and from 3pm to 6pm Monday to Friday during term time. It also operates a holiday club from 7.30am to 5.30pm Monday to Friday all year round, except for Bank Holidays and one week at Easter and Christmas. Children attend for a variety of sessions. There are currently six children on roll who are in the early years age group. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

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

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

- ensure the record of information for each child includes the name and address of children and every parent or carer who is known to the provider, information about any other person who has parental responsibility for the child, and which parents or carers the child normally lives with
- shape learning experiences by responding to each child's emerging needs and interests, taking account of the characteristics of learning, and by increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities
- ensure the training and development needs of all staff members are addressed to ensure they offer a quality learning experience for children that continually improves.

### Inspection judgements

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

The environment is suitably planned to accommodate the different age ranges of children that attend. There are a suitable range of resources and activities provided that are developmentally appropriate and linked to children's interests and needs. For example, there are a good selection of books, craft activities and small world equipment resources,

including animals and small vehicles. There is a child-size pool table and team games that encourage children to be active and interact with others after a day at school. There is also a suitable area for children to relax. Children access these resources independently. As a result, they are able to follow their own interests and enjoy their time at the club. However, during planned and child-led activities, children are not challenged sufficiently. Less confident practitioners fail to encourage children to explore ideas or provide a narrative for what they are doing. They make little use of open-ended questions and do little to encourage children to try new things. For example, some children spend the majority of their time playing computer games with no interaction at all from practitioners. Consequently, there are not high enough expectations for children to further develop their personal, social and emotional skills, including their communication with others.

Practitioners use supporting guidance to correctly identify what children can do, and they are able to identify children's next steps in learning. However, this information is not effectively utilised. It does not take account of how children learn from the interaction they receive from practitioners during spontaneous play and self-chosen activities. This limits the opportunities that children have to benefit from teaching that should help them extend their skills and complement the learning that takes place in school.

There are reasonable systems in place to promote partnerships with parents. For example, information is shared through a notice board and parents are informed about what their children have done on the day by their key person. Information is gathered about what children can do on entry to the setting from parents and other settings children attend. This helps practitioners plan an environment suitable to their individual needs from the very first day.

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

Children are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. They practise an emergency evacuation and are learning that throwing balls inside is dangerous. There are high expectations for good behaviour, and practitioners are confident to use appropriate strategies to teach children the difference between right and wrong. As a result, children are very well behaved, very polite and caring towards each other.

Health and well-being are effectively promoted by practitioners. For example, children are provided with opportunities to take part in physical activity. This teaches them about the importance of daily exercise. Children are provided meals that are freshly cooked and include fresh vegetables, fruit, water and juice. Children enjoy making their own wraps, select their own fillings and help themselves to drinks. This helps them to learn about healthy eating and promotes their independence skills.

Children's health and dietary needs are met appropriately through discussions with parents. Those who are infectious are excluded in order to protect others. Children wash their hands before eating and after using the toilet. This means children are learning the importance of good hygiene practices. Children visit with their parents or carers before their placement starts. This allows time for children to become familiar with the

environment and helps them to build a relationship with their key person. This helps with their transition from home to the setting. As a result, children settle quickly and parents are confident to leave them.

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

Practitioners demonstrate a good understanding of child protection and they are confident in their ability to implement procedures effectively in order to protect children. The provider understands her responsibility to ensure that Ofsted are informed of any significant events or any allegations of serious harm. However, the provider has failed to notify Ofsted of a change to registered individuals. This is an offence. Risk assessments are recorded and identify possible hazards and the action taken to ensure possible risks are minimised. For example, children are well supervised as they are collected from schools and classrooms, and entry to the setting is very secure. This prevents unauthorised persons gaining entry and children leaving unnoticed. As a result, children are kept safe.

Most required documentation is in place and includes procedures to be implemented in the event of lost or uncollected children. Safeguarding procedures have been updated to include the policy on mobile telephones and cameras. However, the record of information required for each child is not consistently maintained. As a result, some information is missing, such as the home address of children and their parents. This is a legal requirement. As a result, legal requirements for the Early Years Register and both parts of the Childcare Register are not met.

Since the last inspection practitioners have attended training in first aid, behaviour management, creative spaces in an out of school club, and planning for play in an out of school setting. This indicates a positive attitude towards continued improvement. However, the systems for monitoring performance and acting on identified training needs are not good enough. As a result, the quality of the programme for professional development is not always focused sufficiently on improving the quality of teaching. Practitioners are aware of their responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it. Overall, the practitioners have developed their working partnerships with parents, and this ensures that information is shared informally through daily discussion.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

**To meet the requirements of the Childcare Register the provider must:**

- maintain a record of the address of children and their parents (compulsory part of the Childcare Register)
- maintain a record of the address of children and their parents (voluntary part of the Childcare Register).

## 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>	EY312971
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	877989
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	61
<b>Name of provider</b>	St Paulinus Kids Club Committee
<b>Date of previous inspection</b>	11/02/2009
<b>Telephone number</b>	01924 325330

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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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