

St Anthony of Padua Catholic Primary School

St. Anthony of Padua Primary School, Sands Road, LIVERPOOL, L18 8BD

Inspection date	06/06/2014
Previous inspection date	06/01/2009

The quality and standards of the early years provision	This inspection:	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		4
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 provider has not ensured that a suitably qualified manager and practitioners are present at all times. This compromises children's welfare and well-being.
- The provider has not ensured that there is always a practitioner present who has a current paediatric first aid certificate. This puts children safety at risk.
- Practitioners do not adequately support communication and language skills. This results in children not being sufficiently challenged in this area of learning.
- The provider has not provided appropriate safeguarding training, which means that practitioner's understanding of safeguarding procedures is insufficient and compromises children's safety.
- Systems to supervise and mentor practitioners are not in place. This results in their training and professional development needs not being identified or met.

It has the following strengths

- Practitioners are nurturing and role model appropriate behaviour. This means that children are well behaved.
- Children enter the setting happily because suitable partnerships have been developed with the host school, that supports continuity in children's care.

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, activities and interaction with practitioners in the play room and outdoor area.
- The inspector checked all policies and procedures, including those for safeguarding and the recruitment of practitioners.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the company manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Lynnette Kobus

Full report

Information about the setting

St Anthony of Padua Catholic Primary School out of school club was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of five settings run by the same provider and is situated in the Mossley Hill area of Liverpool. It serves children attending the school and operates from one main room with additional access to an enclosed outdoor area. The setting opens Monday to Friday during term time only, from 3.20pm to 5.45pm. A holiday club operates from 8am to 5.45pm during the school holidays. There are 90 children on roll, of whom 13 are within the early years age range. The setting employs four practitioners, of these three hold appropriate qualifications, including the manager who holds a level 3 qualification. The setting supports children who have 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:

- ensure that a manager who holds a qualification at level 3 is present at all times
- ensure that at least one practitioner who has a current paediatric first aid certificate is on site at all times
- develop practitioners' teaching of communication and language, so that activities meet children's individual needs and interests to support their learning and development
- ensure that all practitioners receive safeguarding training and that the lead practitioner is booked onto an appropriate child protection course
- develop a robust system for supervising and mentoring practitioners, to ensure that training needs are met
- ensure that provision is made for children who wish to relax, play quietly or sleep
- ensure that resources are easily accessible, to support children's individual needs, interests and stage of development.

Inspection judgements

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

Teaching is weak, which means that children are not challenged effectively. The educational programmes do not provide interesting activities which match all children's interests. For example, the background noise from a television restricts opportunities for developing communication and language skills. Work sheets are often used, which do not support children in being able to develop their own ideas. Therefore, children do not make enough progress with their learning. However, practitioners find out about children's interests, such as football, and use this information to plan activities. For example, the setting has displayed a map of Brazil and a world cup chart, which complements learning that is taking place in school and supports children's next stage in learning.

Resources are not easily accessible, which means that children often have to ask for equipment for creative activities, such as glue and scissors. Books are stored out of the reach of children and very little reading takes place in the setting. Furthermore, there is not a suitable, quiet area for children who wish to relax or play quietly. There is a basic range of resources and activities to promote diversity, including Diwali and Christmas.

Practitioners work in partnership with the school and parents to meet the needs of children who have special educational needs and/or disabilities. For example, practitioners implement the individual education plans devised by the school, to ensure a consistent approach is taken to support these children. This means that children who have special educational needs and/or disabilities make adequate progress. Furthermore, parents spoken to on the day of the inspection reported that the practitioners are friendly and approachable and that their children are very happy at the setting.

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

Neither of the practitioners on duty on the day of the inspection held a current paediatric first aid certificate. This means that practitioners lack essential training to manage children's accidents and injuries, which compromises children's good health and well-being. Furthermore practitioners lack a secure knowledge and understanding of safeguarding issues. This means that they do not have a full understanding of the procedures to follow, in the event of concerns arising about children's welfare. As a result this puts children's well-being and welfare at risk.

Children are warmly welcomed by friendly practitioners, who ask them about their school day. This supports children's emotional well-being. Children self-register on arrival at the club and serve themselves a healthy snack, which helps to promote self-help skills. Children are reminded of the need to wash hands before eating and after using the toilet, which contributes towards children's understanding of the need for good hygiene.

Children have access to a large outdoor area, where they play football, hunt for bugs and

challenge themselves to complete obstacle courses. Therefore, children learn to take manageable risks and gain confidence as their skills improve. Practitioners role model appropriate behaviour and remind children of the need for good manners, such as saying please and thank you. Therefore children are well behaved and polite. This helps children to prepare emotionally for their next stage in learning.

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

Leadership and management are inadequate. Although there is an appropriately qualified manager employed, staffing arrangements have not been organised in a way that ensures appropriately qualified practitioners are present at all times. On the day of the inspection, the manager was on holiday, deploying a level 2 practitioner and an unqualified practitioner to operate the setting. This is a breach of the requirements of the Early Years Register. Furthermore, neither of the practitioners present on the day of the inspection, held a paediatric first aid certificate. This compromises children's safety and well-being and is a breach of the requirements of the Early Years Foundation Stage and both parts of the Childcare Register. The provider has not ensured that all practitioners have had appropriate safeguarding training, which means that children's safety is compromised. However, all practitioners have been suitably vetted and recruited, in line with the sound policies and procedures.

Systems for supervising and mentoring practitioners are not in place. This limits their understanding of the learning and development needs of the youngest children attending the setting, in particular, how to provide appropriate opportunities to support communication and language development. There is also insufficient understanding of how to use activities and resources effectively to support all round learning and development. For example, the background noise of the television often distracts children's conversation. Furthermore, opportunities for children to enjoy books are poor, because the book shelf is inaccessible for children. This means that children do not make enough progress in these areas of learning, during their time at the setting.

The self-evaluation includes contributions from practitioners, children, parents and the on-site school. Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed their time at the setting. Details of the setting's policies and procedures are shared with parents and information is displayed on a parents' board, which contributes towards sound partnership working with parents. The provider recognises that there are failures in practice at the setting and is taking steps to address these issues. This includes providing appropriate safeguarding training for all practitioners and more robust supervision to better identify practitioner's training needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

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

- ensure that at least one person who is caring for children has an appropriate first aid qualification. (compulsory part of the Childcare register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification. (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

Unique reference number	EY347169
Local authority	Liverpool
Inspection number	878301
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	90
Name of provider	After School (UK) Limited
Date of previous inspection	06/01/2009
Telephone number	07717232887

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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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