

St Paulinus Kids Club

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

Inspection date	24/07/2014
Previous inspection date	30/01/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are engaged and motivated in the club because staff provide activities which help them to learn and develop their skills.
- Children have strong bonds with staff and their peers. Consequently, they enjoy their time at the club. They settle well and play together happily.
- Children are protected suitably because staff understand the child protection procedures.
- Partnership working is sound. This offers children security and consistency in their care.

It is not yet good because

- Children's safety is not fully assured because staff do not keep a daily record of the hours that children attend the club.
- Staff do not consistently teach children about how good hygiene practices contribute to their good health.
- The book area is not always accessible and inviting to the children to enhance their early reading skills and opportunities for children to be spontaneously creative through their drawings are not consistently promoted.

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 playroom and outdoors.
 - The inspector had discussions with the manager, staff and the children.
- The inspector sampled a range of documentation including safeguarding
- procedures, staff details including suitability and qualifications, risk assessments, policies and procedures.

Inspector

Helene Terry

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 managed by a committee. The club operates from the hall in St Paulinus RC Primary School in Dewsbury, West Yorkshire. There are areas available for outdoor play. The club employs four members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The club operates a holiday club from 7.30am to 5.30pm Monday to Friday, except for Bank Holidays and one week at Easter and Christmas. Children attend for a variety of sessions. There are currently 40 children attending of whom nine are in the early years age group.

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 daily record of the hours that children attend the club is maintained
- promote health awareness more effectively, for example, by always encouraging the children to wash their hands at appropriate times of the day, such as before meals.

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

- review the presentation of the book area so that it is more inviting for the children to help them develop their early reading skills, for example, by providing cushions and comfortable seating
- provide better opportunities for children to use their skills and explore concepts and their ideas through their drawings, for example, by ensuring that paper, pens, pencils are more easily accessible.

Inspection judgements

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

Children thoroughly enjoy themselves at the club. They excitedly participate in a range of activities provided by the staff. They contribute towards the club's planning, by sharing their ideas and suggestions. Children's ideas are written on a large white board and expanded on by the staff, who plan appropriate activities to facilitate their ideas and children's individual learning needs. Staff complete observations of the children to assess the next steps in their development, and this information is also used to inform the

planning of the activities. The range of activities and resources on offer to the children enable them to explore and learn across all seven areas. Parents provide key persons with information about their children's likes, dislikes and what children already know and can do. This information is obtained during settling-in sessions or during home visits. This helps staff meet the needs of the children on entry to the club. Staff also use this information to inform their planning and to assess children's individual stages of development. Parents are suitably informed of their children's development when they collect or drop off their children at the club to promote continuity of care and learning.

Children make good use of the resources and equipment on offer to them. Staff support their learning generally well, for example, through drama activities where children learn about their emotions. They recognise sad and happy faces and enthusiastically demonstrate what a scared or frightened face looks like. Children are also encouraged to move in different ways around the room. For example, they slither like snakes, crawl and roar like lions, or walk like robots. Staff ask questions and give children time to think and respond in their own expressive ways. For example, they ask 'What do you think a robot might like to eat?' Children respond creatively and say 'petrol'. Children develop their fine muscle skills, co-ordination and mathematical skills as they make bracelets and rings using coloured elastic bands. Staff support them in developing their techniques. They talk with them about the colours and patterns that they use, hence children learn to order and sequence. Children are provided with a good range of books to read. However, the children do not access the book area frequently because it is not inviting and there is no comfortable seating to entice the children to sit and relax. Therefore, children's reading skills are not fully encouraged.

Children have great fun exploring the outdoor environment and learning about nature. Staff encourage children to look for and find mini-beasts and they provide containers in which children can collect them. Children use tools, such as magnifying glasses and binoculars, to observe the wildlife. They collect flower petals to make perfume and bury and find bones in the secret garden. The bone collection activity is an extension to children's interest in dinosaurs. Children learn about the names of the different dinosaurs. Staff are aware that children learn from their peers and encourage the older children to help the younger ones name the variety of small world dinosaurs on the play mat. Children draw their favourite dinosaurs, as they make their own representations. However, paper, pens and pencils are not always easily accessible to enable children to spontaneously use these resources and creatively express themselves at all times. Some children prefer to draw round the toy creatures and staff promote mathematical development when they help children assess whether their dinosaur will fit onto the paper. Children are then asked if they can find a smaller triceratops that will fit. Therefore, children learn to solve problems and persist in completing tasks. Consequently, children develop the skills and attributes that they need for their future learning.

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

Children settle well and are confident in the out of school club. They approach staff with ease and chat happily about their interests. Parents are encouraged to bring their children

for stay and play sessions prior to them starting. This helps children and staff to get to know one another and supports the children's emotional well-being. Staff also encourage friendships between the children to support the transition from nursery school into the club. All children have a key person responsible for their overall care and well-being. Children's key persons work closely with parents to ensure children's individual needs are met well. Staff and parents maintain regular discussions about children's experiences at the club and about the care and learning provided for them. Consequently, children are supported to be emotionally secure.

Children behave very well and understand the out of school club's rules and boundaries. Staff help them and remind them to understand these rules. For example, they talk with children about the guidelines when using the water slide, and remind them that they will get splinters if they walk on the decking in their bare feet. Children are kind and caring. For example, they make bracelets for one another and help each other put on sun cream to protect themselves in the sun. They share well and take turns during their play. Consequently, they develop sound social skills. Children are very independent in the club. Their familiarity with the school environment enables them to independently access toilets and hand washing facilities. Resources are generally easily accessible to promote choice and independence. Children's photographs and examples of their work are displayed on the walls, which helps them develop a sense of belonging.

Staff promote children's understanding of a healthy lifestyle adequately. Children are encouraged to consider healthy alternatives when helping to choose snacks and meals. Children, attending for the breakfast club, enjoy a well-balanced breakfast, which consists of fresh fruit and cereals. Children attending the after school provision are provided with healthy options of fresh fruit, vegetables and various kinds of snacks. During the school holidays, parents provide lunch boxes for their children and staff encourage these to be healthy. At lunch time, staff ask children to pick out healthy options in their boxes, which fosters their understanding of healthy eating. Children remain well hydrated at all times as they freely access the drinks. Hygiene practices are generally followed. However, sometimes staff forget to remind children to wash their hands before eating their packed lunch. This does not give children consistent messages about how good hygiene practices contribute to their good health. There are good opportunities for children to access the school grounds on a daily basis to enable them to keep fit and active. Children make good use of the outdoor spaces and enthusiastically participate in planned group games and activities. They delight in practising their swimming techniques in the paddling pool and squirting each other with water pistols. They have access to fresh air and exercise on a daily basis to keep them fit and healthy.

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

Children are appropriately protected from harm as staff and management are knowledgeable about child protection issues. They understand the action they should take to refer safeguarding concerns to the appropriate authorities. Staff regularly update their safeguarding knowledge through training. Children are kept safe within the club as staff

conduct daily safety checks. The recruitment procedures ensure all staff working directly with children are suitable and capable to do so. Each member of staff has their own file, which contains personal documents. Most of the required documentation is in place to protect children, such as child detail forms, accident and medication records. However, the register of children's attendance does not contain the hours that children attend each session. This means a legal requirement of both the Early Years Register and the Childcare Register has not been met, although, this has minimum impact on the on the safety and well-being of children, because staff record who is in the building at any one time.

Sound recruitment procedures ensure that the staff are suitable to work with the children. There is a suitable induction process and the performance management of staff is supported by regular supervision and appraisals. The staff have relevant qualifications to enable them to foster the care and learning of the children. Staff are offered further training to update their skills. For example, training needs of staff have been identified. One member of staff is due to commence an early years qualification at level 3. The manager oversees the development of the educational programme to ensure that it meets the needs of the children. This is regularly discussed with children's key persons to ensure staff have a significant input into the planning. Self-evaluation of the club is still in the early stages of development. Since the last inspection, where the setting received a number of actions to improve and one subsequent monitoring visit, the management team has addressed all issues raised to promote children's well-being and development. The club receives support from the local authority and responds to the recommendations highlighted. Therefore, management show a sound capacity to continually improve.

The club has sound partnerships with parents and external agencies. Parents receive information about the club through discussions, information leaflets and a noticeboard. This promotes the two-way relationship in caring for children. Staff work closely with the school to support the needs of children. They discuss activities and topics that children are focusing on in school and continue these with the children in the club. This fosters continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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	EY312971
Local authority	Kirklees
Inspection number	977898
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	St Paulinus Kids Club Committee
Date of previous inspection	30/01/2014
Telephone number	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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