

St Catherine's Wrap Around Care

St. Catherines Primary School, School Lane, Didsbury, MANCHESTER, M20 6HS

Inspection date	30/07/2014
Previous inspection date	08/01/2009

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

- Children are not adequately safeguarded at the setting because staff are not vetted and systems are not in place to check their suitability.
- Managers do not operate a safe system or policy for the use of mobile phones, cameras and recording equipment which means children are not adequately safeguarded.
- Children who are new to the setting are not assigned a key worker, which means their learning and development, and care needs are not known by staff from the outset.
- Staff do not sit with children during lunchtimes; therefore, children's awareness of healthy eating and the importance of a well-balanced and healthy diet is not promoted.

It has the following strengths

- Children are making good progress in their learning because staff skilfully challenge them, and provide rich and varied learning opportunities.
- Staff develop good partnerships with parents and carers and, subsequently, involve them fully in the club, and their children's care and education.

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 and staff in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children and staff at appropriate times.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's assessment records and a range of other documentation, including verification of staff qualifications and suitability checks.

Inspector

Helen Gaze

Full report

Information about the setting

St. Catherine's Wrap Around Care was registered in 2007 and is privately owned. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three play areas within St. Catherine's Roman Catholic Primary School and community centre, in the Didsbury area of Manchester. Children have access to the school playground for outside play. The setting is open Monday to Friday, from 7.30am to 8.45am and 3pm to 6pm, during term time and provides care in the school holidays from 8.30am to 5.30pm. The setting only provides care for children who attend St. Catherine's Roman Catholic Primary School. There are currently 111 children, aged from three years to 11 years, on roll. There are a total of 13 members of staff, seven of whom hold appropriate qualifications.

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 robust vetting process is in place to check that staff looking after children are suitable to do so
- ensure that the safeguarding policy and procedures cover the use of mobile phones and cameras in the setting
- ensure new children to the setting have a key person allocated, so that their learning and development and care needs are known from the outset.

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

- promote children's awareness of healthy eating and the importance of a well-balanced and healthy diet, for example, through sitting with children and supporting them during lunchtimes.

Inspection judgements

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

Staff are effective in planning and promoting the learning and development of children through well-balanced, child-initiated and adult-led activities. Staff follow the children's lead, making timely interventions at appropriate times. This means that children are supported well in their learning and play is purposeful and challenging. Staff organise the environment well, providing rich learning opportunities to support children's individual

development. Clearly defined and well thought-out areas provide opportunities for role play, building with construction materials and quiet times with books, all of which keep children motivated and interested. Staff know children well and plan to meet their interests and needs. This means children are engaged and are acquiring the skills of becoming active learners. Children move freely between the indoor and outdoor environment, whilst staff observe, oversee and become involved in what they are doing. As a result, children are making choices and gaining a sense of independence. Staff provide a good link between the parents and teachers, ensuring that all information is passed on. Staff go to the Reception class to collect children and speak with the class teacher, to find out how the children have been during the day. This ensures continuity in children's care and education.

Children enjoy the variety of resources, particularly the hand-held computers, tills, phones and toys with buttons, flaps and knobs in the shop. Staff are experienced in asking open-ended questions, giving children the opportunity to respond in their own way. For example, staff ask, 'How can I buy this juice if it has no barcode?' Children confidently answer the question saying, 'What about buying this juice, it's almost the same?' As a result, this teaching method encourages children to think and develop their communication and language skills. Staff challenge children further, encouraging counting, problem solving, writing and new vocabulary. This means children are gaining the most from their activities, and are well prepared for future learning in school. Staff motivate and talk with the children, during the activities they choose, and are skilful in incorporating the children's next steps in learning. For example, children are encouraged to describe and talk about the models they are making in the construction area and, as a result, are becoming confident in using language to describe, explain and connect their thoughts and ideas. Young children enjoy a structured group time where they split from older children to spend time with a familiar adult. They have a story with 'Ella' the puppet and, during the story, the staff member demonstrates she knows most children well, by suitably challenging them and linking the story to events in the children's lives. For example, she challenges the children to read the words and talks with one particular child about when she had a poorly tummy 'like in the story'. As a result, children feel valued and listened to and new children are beginning to form attachments with staff.

Outings in the community are planned and during the holidays, children benefit from local walks to the shop and trips to the park. This develops children's awareness of the world around them, and further enriches the activities the setting offers. Children have secure friendships at the setting. Staff carry out observations to assess children's capabilities when they play, and record their progress. They have a tracking system to help them monitor children's progress and identify any gaps in children's learning and development. Staff share information with parents and update them on the progress their children are making, relative to their starting points. Staff have created sound partnerships with parents because they take time to talk to them each day about the children's care and well-being.

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

Children appear to feel safe and secure at the setting, which they demonstrate through their confident approach to activities both indoor and out. However, their safety is being compromised because the provider is not sufficiently vigilant with regards to the suitability checks of staff. As a result, children's welfare is inadequately promoted. Staff are, however, genuinely caring, and warm relationships with children are evident. Children call staff by name and sincerely want them to be involved in their play. However, the key person system is not always effective for new children to ensure that they are supported from the outset. Nevertheless, children easily form relationships with staff and with other children because they attend the school where the setting operates and are, therefore, very familiar with the environment. This makes it easy for children to make the move from their classroom to the setting, and helps to ensure they are emotionally secure. Children demonstrate they feel well-supported through the times they spoke to the inspector. For example, children say the setting 'keeps them safe' by making sure 'nobody fights' and by 'taking care of them when they crying'. They also say they 'like the food' because it is 'healthy food' and 'different all of the time'. This shows how well children enjoy attending the setting, and how they feel well looked after and supported.

Children play very well together and staff encourage positive behaviour. For example, staff teach children how to discuss and compromise during competitive games. As a result, children calmly negotiate in a positive way and learn how to overcome challenging situations. Staff remind children about the safety boundaries when moving around, encouraging children to walk and not run indoors. Further safety measures are in place outdoors. For example, staff set up a one-way system for bikes and they talk with children about keeping safe when crossing the pretend road, which means children learn about road safety in a secure environment. Staff praise children effectively, which promotes their self-esteem to a high level. Children have good levels of independence and manage their self-care well. They use the bathroom, they pour their own drinks at snack time and are keen to help with tidying the toys away. Staff set out toys and equipment in the main room, at the start of each session, based on the children's interests. Children are encouraged to write their suggestion on the board. Some of the examples are 'playing with dolls' and 'playing ball games'. This enhances the children's sense of belonging and means they are excited to attend the setting.

Children of all ages are taught the benefits of active lifestyles, as they have daily opportunities to enjoy the fresh air and take part in physical exercise. All children have continuous access to the outdoors throughout the day. Outdoor activities offer children the opportunity to take measured risks in their play, supported by the staff. For example, children use the climbing frame, bikes and scooters, while staff stay close by to encourage and support them. These challenging activities help children to develop a 'have a go' attitude, which will help them to become confident and active learners. Children have cooking sessions with the staff, helping to prepare part of the snack for the day. This experiences support the children to learn about food preparation that will contribute to a healthy lifestyle. Snack times are social occasions where children sit together and talk. However, staff do not sit with children, meaning that there are some missed opportunities to talk about healthy eating and the importance of a balanced and healthy diet.

The effectiveness of the leadership and management of the early years

provision

Management have failed to ensure that the requirements of the Early Years Foundation Stage and the Childcare Register requirements are fully met. The provider does not ensure that recruitment procedures are followed rigorously. All adults working with children are not appropriately vetted, and evidence of the checks used to assess their suitability are not available. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service check updates. This compromises children's safety and is a breach of a welfare requirement of the Early Years Foundation Stage, and also the compulsory and voluntary parts of the Childcare Register. Staff receive induction training covering policies and procedures, health and safety, and safeguarding. Staff show a suitable knowledge of how to recognise the different signs of abuse. This means they are alert to any issues for concern in a child's life. There is a sufficient number of staff trained in first aid. Accident records and the administration of medication are recorded appropriately. For example, staff use the accident book to record accidents and parents are informed when their child is hurt. This means children are cared for suitably in the event of an accident and parents are kept well informed. Visitors and children sign in to the club and records are kept of the number of staff present on the day. However, when visitors and staff sign in they are not informed about how the setting controls the use of cameras, mobile phones and recording equipment, which means children are not adequately safeguarded. This is a breach of a welfare requirement of the Early Years Foundation Stage.

Staff demonstrate they understand how to deliver the educational programmes. They receive support and development through supervision sessions and annual appraisals. Appropriate systems are in place to monitor and develop the quality of the staff's teaching, during times when children play. However, at other times, such as lunchtimes, there is insufficient focus to ensure children benefit from quality teaching consistently. The team work well together and deployment is effective, to meet the needs of the children attending. However, the key person system for new children does not ensure that staff know all children well enough from the outset.

Staff have created excellent partnership with parents, who state that they are 'very happy' with the care their children receive. Parents feel managers are 'approachable' and 'reflective', and their views and ideas are taken into account. Managers collect parent's views and suggestions via the 'great ideas, make a great setting and a happy club' board. Parents suggest having a menu displayed, games for the outdoors and the ways in which they would like information to be shared with them. These suggestions have been acted upon. For example, parents now receive a termly news letter that updates them about the things the children have been doing and events that will be taking place in the future. The manager has evaluated the service further, including the daily activities children participate in. Managers and staff use these evaluations to support the children's needs and interests. This shows the manager's capacity to be reflective and self-evaluate has a positive impact on the setting and children who attend. Suitable partnerships with other childcare provisions are established to ensure children have continuity of care. The setting works closely with the school and the playgroup, which operates during the day from the same premises, to share good practice and gain further ideas and support from one

another. This means that children attending the school, playgroup and wrap around care setting receive continuity of care. The manager understands the importance of building up relationships with external agencies, and knows where to access help and support for children if it is required.

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:

- ensure that a robust vetting process is in place to check that staff looking after children are suitable to do so (compulsory part of the Childcare Register)
- ensure that a robust vetting process is in place to check that staff looking after children are suitable to do so (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY358448
Local authority	Manchester
Inspection number	820965
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	111
Name of provider	Joanne Clarke
Date of previous inspection	08/01/2009
Telephone number	0161 445 0577

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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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