

St Joseph's Nympsfield Out Of School Club

St. Josephs Catholic Primary School, Front Street, Nympsfield, Stonehouse, Gloucestershire, GL10 3TY

Inspection date	18/09/2014
Previous inspection date	05/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff engage children well in the activities available, because they provide interesting activities in a stimulating environment that enable children to play happily together.
- Staff work effectively as a team. Children benefit from secure attachments with them, and form good relationships with children of different ages.
- Effective links with other providers and parents enable staff to share information about the children and their activities.
- The management committee provides strong support to the staff team, so they know their roles and responsibilities.

It is not yet outstanding because

- Staff do not make the best of opportunities to encourage children to develop their independence by taking on suitable tasks and responsibilities during routines.

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 play room and the outside environment.
 - The inspector had discussions with staff and committee members, and spoke with children and a parent.
 - The inspector undertook a joint observation with a staff member.
- The inspector sampled a range of documentation, including for self-evaluation,
- children's records, planning, safeguarding procedures, policies and information from parents' and children's surveys.

Inspector

Angela Cole

Full report

Information about the setting

St. Joseph's Nympsfield Out of School Club opened in 1999 and registered with Ofsted in 2001. It operates from a classroom in St. Joseph's Roman Catholic School in the village of Nympsfield, near Stroud, in Gloucestershire. Children use a fenced outside area and the host school's field and hall. The club opens each weekday during term time from 7.45am to 8.45am, and from 3.15pm to 6pm. The club is on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. Children who use the club attend the school and the pre-school, on site. There are currently 52 children on roll of whom two children are in the early years age range. There are three staff working with children who all hold a relevant childcare or playwork qualification at level 3.

What the setting needs to do to improve further

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

- ensure staff have very high expectations for developing children's independence so that they are exceptionally well prepared for the next stage of their development, for example, by giving them appropriate responsibilities during snack times.

Inspection judgements

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

Staff plan and provide a good balance of activities that children enjoy. Children settle smoothly to relax and play well with their friends before and after school. Staff create a welcoming, interesting environment in which children choose what they would like to play with and quickly begin the activity. This means children play purposefully because they choose activities they want to do. The arrangement of the premises enables children to rest quietly, sitting at a table for an activity, or engage in more active play outside. Staff talk with pre-school staff, and reception class teachers, at the beginning of terms, and when they take and collect children to exchange information about children's development. They share this information openly with parents and staff to help to support children when in the club.

Teaching is good for those children for whom staff are guided by clear understanding of the learning and development requirements of the Early Years Foundation Stage. Staff use well-developed skills to extend learning by encouraging children to think for themselves, for example, about their writing when they name their creations. This approach extends children's literacy skills effectively and encourages children to make connections in their learning.

Staff recognise the importance of promoting children's physical development. Children develop physical skills when they learn to control wheeled toys, or balance on outdoor equipment. Staff introduce a variety of active group games, including, 'Duck, duck, goose'. Children organise their friends to play these games and recognise that they need to concentrate so that the games end successfully. However, staff do not have very high expectations of children during daily routines. For example, they do not promote children's coordination skills at snack time to encourage them to help prepare food.

Staff promote children's communication and language skills well. Children enjoy spending time with the staff. They shared news from home and about their days at pre-school or school. Staff responded positively. They engaged children in conversations and valued what the children said. This interaction promotes children's confidence.

Staff motivate children through the activities and experiences they provide to build on mathematical skills. For example, they encouraged children to solve problems when building dens with blankets and chairs. Staff bake with the children, including decorating gingerbread men. Cooking activities help them learn about space, weight and measure. There are opportunities for children to use their imagination and learn more about their environment as they play. For example, the children wanted to create a vets' surgery, so staff and parents collected such equipment. The children pretended to operate on cows, and were fascinated to feed a live chicken with bread. This supportive approach means that staff encourage children to focus intently on their activities and persevere.

At the club, children increase their familiarity with the school premises and mix with older children at the school. They develop confidence and some independent skills to stand them in good stead for their next stage of learning. Staff continue to understand each child's development taking particular care to note their personal, social and emotional development, which is well supported.

Staff encourage children to suggest activities and children frequently give their ideas for a 'wish heart' list. They follow children's interests and ideas and help them to build on these, for example, through the experiences provided under themes, such as traditional stories. Staff talk with parents about their children's activities and interests, and discuss home experiences during arriving and collection times. Therefore, parents are kept well informed of children's experiences and progress, and there are good opportunities to build on children's learning at home.

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

Staff ensure that children soon relax in the small, homely out-of-school club. This is a result of an effective settling-in process, and the close relationships that staff establish with families. New parents have ample time to talk and raise questions with the staff, including the nominated staff member who takes particular care of their child. Children build strong relationships with staff, who provide genuine warmth and affection. The adults frequently show interest in the children, listening attentively and swiftly helping to

meet their personal needs. This approach enables newer children to feel safe and secure. It helps to give them the confidence to develop their independence in exploring the play room and outdoor environment. Staff enable children to learn effectively about how to keep themselves and others safe. For example, children follow the staff's examples to keep cupboard doors closed, so no one bumps into these. Children benefit from discussions around regular emergency drills about fire safety, so they are aware of what to do in such situations.

The staff help children to show a strong sense of belonging in the club so that children of different ages play well with each other. The adults make sure that children are used to the routines and gain a good understanding of what staff expect of them. Staff encourage children to contribute to the displayed list of rules concerning behaviour so that, for example, they share items willingly. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways. Staff offer warm praise to each child, including for helping children younger than themselves. This approach enables children to develop positive self-esteem and be spontaneously caring towards others. They willingly take on responsibility, for example, as they worked cooperatively to tidy equipment. However, staff do not make the most of all routines, such as snack time, to encourage children to take on further responsibilities and gain more personal skills, so they are exceptionally well prepared for the next stage of learning. Children moved confidently around the play space, and choose good-quality resources from accessible storage. This means they have control of their activities, which builds their confidence.

Staff offer timely encouragement for children to manage their personal needs independently, such as caring for their belongings. They support children effectively to understand aspects of a healthy lifestyle. Children benefit from playing in the fresh air for long periods. Staff encourage them to be physically active, for example, by playing ball games and negotiating the 'trim trail'. Staff check that children make their personal hygiene, and learn to wash before eating and cookery sessions.

Staff encourage children to have a healthy and positive approach towards food. They set out ample varied and nutritious snack foods, such as breads, fruit and vegetables, which children confidently serve for themselves. Although children are not fully involved in preparing the foods, their discussion about the items they eat contributes to their growing understanding about the importance of a healthy diet. Staff encourage children well to keep themselves healthy as they grow up.

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

The management and staff meet their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. Staff implement the policies and procedures consistently. Management revises these to create an environment that is safe, welcoming and stimulating for children. The designated person for safeguarding cascades her training to the other staff, so each has a good knowledge of

how to respond if they have a concern about a child. Staff review the risk assessment daily of each area of the premises and outdoors. They supervise children closely at all times to contribute to children's safety. Employment procedures are robust. There are established practices to review adults' suitability to be with children.

The small team of staff work together well. The management committee undertakes ongoing supervision and support of staff. This means they improve their knowledge and skills through varied channels, including repeated paediatric first-aid training. They develop their teaching skills, such as by visiting other settings to get new ideas. As a result, staff continue to be well equipped for their roles in working with children.

For children also attending pre-school, the staff carry out their responsibilities conscientiously in meeting the learning and development requirements of the Early Years Foundation Stage. This includes regularly monitoring the educational provision and children's progress, so that children continue to achieve well in each area of learning. The staff are particularly experienced in childcare, although none is qualified above level 3. They make good use of their knowledge and skills, and are able to prevent any gaps in children's learning arising. They successfully personalise their planning so that each child benefits from the good range of activities offered. As a result, children respond well to challenges that focus on their needs, aptitudes and interests.

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. 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	101856
Local authority	Gloucestershire
Inspection number	813215
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	52
Name of provider	St Joseph's Out of School Club Committee
Date of previous inspection	05/07/2012
Telephone number	01453 860311

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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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