

# Stepping Stones @ St Josephs

St. Josephs RC Church, Pontefract Road, CASTLEFORD, West Yorkshire, WF10 4JB

## Inspection date

16/10/2014

Previous inspection date

11/03/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

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## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to ensure that all the safeguarding and welfare requirements are met. As a result, there are several breaches of the Early Years Foundation Stage.
- Children's safety and welfare is compromised because not all of the required documents are available for inspection, risk assessments are not fully effective and staff are not supported to fulfil their roles.
- The manager and staff do not receive induction training or regular supervision to help them understand their roles and responsibilities. They are not clear about safeguarding procedures and are not offered training to improve their skills. Qualification requirements for first aid are not met so children's welfare is not assured.
- Partnership working is weak. There is no effective key-person system in place to help coordinate children's needs with parents and other professionals. Consequently, some children are not well supported while at the club and parents do not know about children's activities.
- Staff's interactions with children are variable. They do not always encourage or engage with children as they play. The learning environment is not stimulating or inviting and resources are limited. As a result, children are not always actively involved in activities.

### It has the following strengths

- Children behave well because they understand the rules and boundaries in place.

## 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 main playroom and the outdoor learning environment.
- The inspector looked at risk assessments, and policies and procedures.
- The inspector spoke with the manager, staff and children throughout the inspection process.
- The inspector checked evidence of staff suitability and qualifications.

## Inspector

Jane Tucker

## **Full report**

### **Information about the setting**

Stepping Stones @ St Josephs was registered in 2006 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is owned by a private provider. It operates from St. Josephs RC Junior and Infant School in Castleford and is situated in the school's ground floor dining hall. Children also have access to an outdoor play area within the school grounds. It serves the local area and is accessible to all children. The out-of-school club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is unqualified. The club is open from 3pm to 5.45pm, Monday to Friday, term time only. There are currently 40 children on roll. Of these, six are in the early years age range and attend for a variety of sessions.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action.**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure records are easily accessible and available to those that have a right or professional need to see them; in particular information about staff qualifications and vetting processes that have been completed to ensure the suitability of staff to work with children

train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues

ensure that all reasonable steps are taken to minimise any identified risks; in particular in ensuring children's safety when walking from the local schools.

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

- ensure that an effective key-person system is implemented to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, and build a relationship with their parents
- ensure that all staff receive induction training to help them understand their roles and responsibilities
- ensure appropriate arrangements are made for the supervision of staff
- ensure that parents are informed about the range and type of activities and experiences provided for children and the daily routines of the setting.

**Inspection judgements**

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

Staff have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. However, they do not use this knowledge effectively to provide children with enjoyable or purposeful play and learning opportunities. Consequently, they do not complement the learning that occurs at school to help children continue to develop their skills for future learning. Time is not set aside for staff to set out activities before children arrive at the club. As a result, children access an environment that is neither inviting nor stimulating throughout the session. Consequently, they are not able to become actively involved in play and learning. Younger children spend a proportion of time standing around, watching older children who are engaged in other activities at

the school. Staff sometimes engage children in conversations and there are some games provided. However, staff interaction with children is limited. Staff do not ensure that the activities they provide complement children's interests and abilities. This is because staff do not obtain enough information from parents when children start with them, or liaise with all the Reception class teachers to take account of the children's individual needs. Consequently, staff do not provide continuity of learning in an age-appropriate, challenging and stimulating environment.

There is a wide age range of children attending the club and younger children do not always appear to be at ease or happy in the older children's company. For example, younger children stand around on their own for long periods of time, observing older children or other activities taking place in the school. Staff have not taken on any key-person responsibilities to help children settle and provide a secure base. There is a buddy system in place where the older children are encouraged to support the younger children. However, this is not effective in supporting children across different age groups to form positive relationships. There are some opportunities for children to make independent choices. For example, younger children access small cars, which they wheel around a car mat. In addition, younger children use small building blocks to make aeroplanes and build walls. Parents spoken with during the inspection do not feel that they are kept well informed about activities planned for their children. Nevertheless, parents comment that this after school facility provides a valuable and much appreciated resource for parents in the locality and that they feel that their children are happy in the club.

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

Children's well-being is not promoted. There are a number of breaches of legal requirements, which mean that staff are not able to fully promote children's welfare. This compromises children's welfare in the event of an accident. Staff also have a poor understanding of the procedures to follow in the event of any safeguarding concerns. Some children show that they are happy and feel secure in the club. These are generally the children who also attend the host school. This means that they know the staff who work in both settings well. This helps some children cope well with the move between the school and the club. All children attend short introductory sessions with their parents, as a way to help them feel secure when they start. However, the lack of a key-person system means that this initial support is not continued and those who struggle to settle are not offered ongoing support from a specific member of staff. Consequently, children's emotional well-being is not effectively promoted over time.

Resources are limited and those that are available are not used well enough to provide challenge for children or engage their interests. In addition, at the beginning of the session too few activities are available and because of this, some children stand around and take longer to settle than expected. Children are provided with opportunities to play outside. They play with hoops and balls and have plenty of space to run around and develop their physical skills. Consequently, children learn the importance of fresh air and exercise. Children also have some opportunities to learn how to keep themselves safe. For example, they know that they must not open exterior doors to any visitors without a member of staff being present. Children are very independent in their personal care and

they wash their hands before eating and after using the toilet. However, staff do not always promote children's growing sense of responsibility and ability to do things for themselves. For example, staff put out plates and cups, and prepare children's snacks. Children are provided with two segments of fruit each day. This means that children's awareness of good health is not consistently promoted through balanced and nutritious snacks. Children behave well and there are clear boundaries in place, which they show they understand.

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

The provider has failed to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, there are a number of breaches to the legal requirements of the Early Years Foundation Stage and the Childcare Register. The provider does not keep all the required staff records on site and available for inspection. For example, there are no records of staff qualifications, training or Disclosure and Barring Service checks, which is a breach of requirements. The club manager, who has no previous management experience, and two other staff members have recently been appointed by the provider. However, the provider has not ensured that induction training has been conducted to help staff understand their roles and responsibilities in the club. Furthermore, there is no system to provide ongoing support or supervision to identify weaknesses in practice and identify training needs. Consequently, staff are unclear about their duties and are not provided with support and mentoring to help them develop their skills and abilities. Staff also have an insufficient understanding of safeguarding procedures. Although there is a written policy in place, the provider has not ensured that all staff understand the procedures. Staff know the signs and symptoms that may indicate abuse, but are not clear about how to follow up their concerns or who the designated safeguarding officer is for the club. As such, they are not able to promptly respond to any significant issues, should they arise.

Staff collect children from the local schools. This means that, on occasions, when older children from the host school arrive at the club, there is no adult present to supervise them. This is a breach of the Childcare Register. Daily checks mean the premises and equipment are suitably maintained and are safe for children to use. However, risk assessments are not robust enough. They do not identify and minimise hazards in the environment, to keep children protected, for example, when they walk to and from school. Information is recorded about children's special dietary requirements and allergies. However, snacks are repetitive and children do not receive a varied menu that contributes to their good health and well-being. Children's attendance, including when they arrive and leave, is recorded. Accidents and medications administered to children are documented in line with the legal requirements.

The staff have developed suitable relationships with parents. Parents spoken to on the day of the inspection report that staff are friendly. However, the sharing of information with parents is poor and staff do not discuss with them how they intend to complement the learning in settings in which children spend more time. The manager has started to promote relationships with the host school and other schools in the area, to enhance

information sharing. Nevertheless, this information sharing relates more to children's care practices, such as minor accidents. Currently, there is no process for self-evaluation. Therefore, key weaknesses in the provision have not been identified.

### 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:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse and neglect (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, specifically in ensuring children's safety when walking from the local schools (compulsory part of the Childcare Register)
- ensure that a sufficient number of persons is present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided. At least one person is the provider, manager, or a person who works for the provider caring for the children (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, specifically in ensuring children's safety when walking from the local schools (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

<b>Unique reference number</b>	EY331188
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	878099
<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>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	David Christopher Olde
<b>Date of previous inspection</b>	11/03/2009
<b>Telephone number</b>	07999 834772

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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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