

# Kiddicare at St Josephs Out Of School Club

St. Josephs RC Primary School, Queens Road, Keighley, West Yorkshire, BD21 1AR

<b>Inspection date</b>	02/12/2014
Previous inspection date	15/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- Teaching offers a good balance of adult-led and child-initiated activities to help children make good progress in all areas of learning. The planning of activities complements the experiences children receive in school.
- Good safeguarding policies and procedures are fully understood and implemented by all staff. Consequently, children are protected well and kept safe from harm.
- The staff have built up strong partnerships with parents and the schools children attend. This ensures good continuity and consistency for children's learning and development.
- Staff have a positive attitude to continuous improvement because they are supported well by the manager, who identifies their training needs and encourages them to gain new skills.

### It is not yet outstanding because

- Children are provided with fewer opportunities to look at books, due to their presentation, to further support their literacy skills and enjoyment of books and stories.
- Children's already good independence skills are not always fully promoted during routines, such as at snack times.

## 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 held meetings with the manager and senior leader of the club throughout the inspection.
- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed children playing inside and talked to the children and staff 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 and written comments.
- The inspector looked at a range of documentation, including staff qualifications, their Disclosure and Barring Service checks, a selection of policies and procedures, including safeguarding and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Kiddicare at St Josephs Out Of School Club was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately owned and operates from St Josephs Roman Catholic Primary School in Keighley, West Yorkshire. The club opens Monday to Friday from 2.45pm until 5.45pm, during term time only. Children attend for a variety of sessions. There are currently 82 children on roll, 12 of whom are in early years age range. There are currently seven staff working directly with children, all of whom have an appropriate early years qualification at level 2 and above.

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

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

- enhance children's opportunities to look at books, to further support their literacy skills and enjoyment of books and stories
- enhance children's opportunities to develop their independence at snacktimes, for example, by enabling them to help prepare and serve their food.

### Inspection judgements

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

The manager and the staff team are qualified and experienced childcare practitioners. They have very good knowledge of the Early Years Foundation Stage. The staff use their knowledge well to support the early years children who attend the club. An exciting and interesting range of activities are offered on a daily basis, covering all areas of learning. Consequently, children make good progress as a result of attending the club and this complements their learning in the schools they attend well. Staff assess children's learning on a regular basis. Each child has an individual learning journal containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies their next steps, and is discussed with teachers at the schools children attend.

There is a good balance of adult-led and child-initiated experiences available. Staff ensure children have access to both the indoor and outdoor environments each day. The outdoor area and the indoor hall are well used to enhance children's communication skills and physical development. Children thoroughly enjoy joining in with staff to play games in the large hall. They listen well to the instructions from staff about how to play 'splat'. As the younger children learn the rules of the game, older children help and support them, which promotes their social skills. The quality of teaching is good and staff have a high level of

awareness of supporting young children's learning and development. Children develop their knowledge and understanding of using the computer, with good support from staff, as they choose the game they want to play. This further promotes their communication and technology skills as they move the mouse around and change the games confidently. Staff explain to children about how to play the new game of snooker. Younger children soon understand how to hold the cue and concentrate as they shoot the ball towards the pockets. They quickly learn how to guide the cue to the balls. This helps to develop their concentration and counting skills as they count the balls that are on the table. There is a good selection of books for children which are age appropriate. However, the presentation and accessibility of the books does not motivate children to spend time in this area, to support their literacy skills and enjoyment of books and stories

Staff value parents' knowledge about their children and the information they provide. They effectively share information with parents about children's development and encourage them to share children's current interests and learning from home. For example, parents are given home sheets to complete regularly. This cohesive approach helps staff to plan future activities to meet the broad learning needs and interests of children. As a result, children clearly enjoy themselves and have fun playing in this warm and welcoming learning environment.

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

Staff are warm and friendly and help all children feel included. Consequently, children are fully engaged in the activities on offer. Children are active participants in the club, growing in confidence as their ideas and wishes are valued and supported. Children are happy and form positive relationships. For example, staff implement an effective key-person system, which parents and carers are made aware of. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their well-being effectively and promotes smooth moves for children from school and their home. In addition, children are acquiring skills, attitudes and dispositions they need at school. They make independent choices and are encouraged to care for and respect each other. As a result, children feel settled and content.

Children demonstrate through their behaviour that they feel safe and secure. Behaviour is good as children know and understand the rules. This provides them with consistent messages about acceptable actions. Children readily assist each other; in particular, older children support younger ones with activities and during routines. Any unwanted behaviour is calmly dealt with by staff, while positive actions are praised and encouraged. The staff are good role models and intervene when appropriate, with clear explanations as to why the behaviour or comments are inappropriate. All of this means they are developing good social responsibility and a sense of self-worth. Children learn about what is acceptable behaviour based very much on their own individual development stages and needs. Therefore, children are effectively learning social awareness. Staff build respectful and caring relationships with all the children and their families.

Children are supported to develop a good understanding of the importance of a healthy

lifestyle. They have fun taking part in vigorous play opportunities in the fresh air. For example, children have lots of opportunities to play football and climb on the apparatus in the school playground. The balanced range of tasty food provided for snack helps children learn about how to maintain a healthy lifestyle. However, there is scope to provide more opportunities for children to take responsibility for small tasks. For example, children preparing their own snacks and serving themselves. Staff ensure that children increase their understanding about health and hygiene through established daily routines. For example, children learn to wash their hands after outside play and before having snack. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, children know and respond to the consistent, robust safety rules for walking inside and when going outside to play. The staff also ensure that children have a good awareness of how to evacuate the premises in an emergency. Children understand their routines and boundaries, which enhances their sense of safety and belonging.

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

The management team have a good understanding of their roles and responsibilities. They are effective in keeping children safe from harm. For example, they have all attended safeguarding training and know how to recognise the signs of abuse. Staff have a good understanding of the professionals who offer advice and support if there is a concern about a child. They have a very good awareness of where to find the appropriate contact details. All staff are thoroughly vetted to ensure they are suitable to work with children. Furthermore, policies and procedures that underpin staff practice are regularly reviewed. Risk assessments are consistently conducted to ensure any risks to children are minimised. As a result, children are kept safe from harm.

The manager has a thorough understanding of how children learn and develop and successfully cascades this information to the team. As a result, children make good progress in their learning. The manager carries out regular supervision meetings with staff and annual appraisals are carried out with the owner and manager. The manager completes peer-on-peer observations with staff regularly to ensure they have a good understanding of how to record and monitor children's progress. Staff training needs and wishes are taken into consideration and the manager sources appropriate courses. These procedures mean staff are continuing to develop their professional capabilities. The manager and staff have addressed the recommendation from the previous inspection. The manager has a clear self-evaluation to continuously improve the club and takes on board views of all staff, children and parents. Children have their own committee where their ideas are discussed and included in the evaluation. This ensures all users have a strong voice and are included in the running and development of the club.

The views of parents are valued and obtained regularly. This is done through regular questionnaires and daily feedback. Comments from parents, both written and verbally gathered at the inspection, are very positive. For example, parents feel staff care for the children very well and are 'amazed' at the activities offered and how they accommodate children's wishes. In addition, children express how they love to come and enjoy the

different activities they can do. Staff ensure all children have a fun, safe and enjoyable time at the club, through always listening to them. Relationships with other professionals are established well. For example, the club's coordinator regularly attends and supports staff to develop practice. In addition, staff know where to access advice and support if they have any concerns about children's development.

### **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
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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>	953865
<b>Local authority</b>	Bradford
<b>Inspection number</b>	869528
<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>	24
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Keighley Kiddicare Limited
<b>Date of previous inspection</b>	15/10/2008
<b>Telephone number</b>	01535 664055

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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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