

St Joseph's Before and After School Club

St Joseph's Roman Catholic Primary School, Moreton Road, Upton, Wirral, CH49 6LL

Inspection date	03/12/2014
Previous inspection date	02/12/2009

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

- Staff plan exciting activities for children to complement the learning they receive at school. As a result, children are motivated and keen learners.
- Children are well protected at the setting. This is because staff have a very good understanding of the signs and symptoms of abuse and confidence in following the robust policies in place.
- Children's confidence and self-esteem are well supported as staff build good relationships with them through the effective key-person system.
- The manager and staff are dedicated to improving the club and have completed an accurate self-evaluation form. They demonstrate the capacity to make further improvements towards even better outcomes for children.

It is not yet outstanding because

- The manager's procedures for the supervision of staff are not yet fully developed. Consequently, her training plan is not sharply focused on improving the already good quality of teaching even further.
- Staff do not always socialise with children during mealtimes. Consequently, they do not always exploit opportunities for children to further enhance their understanding of healthy eating.

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 met with the manager, reviewed the club's self-evaluation form and sampled children's records, policies and procedures.
- The inspector spoke with staff and children at appropriate times during the inspection and observed activities in all areas.
- The inspector took into account the views of parents and children spoken to during the inspection and those recorded by the club.
- The inspector reviewed evidence of the staff's suitability to work with children and sampled their qualifications, including paediatric first-aid.

Inspector

Lauren Grocott

Full report

Information about the setting

St Joseph's Before and After School Club was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary committee. It operates from the hall and playgroup room within St Joseph's Catholic Primary School in the Upton area of Wirral. All children share access to a secure enclosed outdoor play area. The club is open from Monday to Friday, 7.45am to 8.50am and then from 3.30pm until 6pm in term time only. There are currently 106 children on roll, 25 of whom are in the early years age range. There are three members of staff, including the manager, who work directly with the children. Two of the staff hold appropriate early years qualifications. The club is a member of the 4Children Network and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the procedures for the supervision of staff to focus more sharply on developing the already good quality of teaching even further

- enhance all mealtimes by socialising with children to promote their understanding of being healthy even further.

Inspection judgements

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

All staff have a good knowledge of how children learn and develop. They plan exciting activities for children, which link to their existing interests and cover all seven areas of learning. For example, children benefit from prolonged periods of outdoor play. They develop their physical coordination skills using hoops or by playing a game of football. Staff help children to dress-up in role-play clothes and create a red carpet for them to walk down. Children develop an understanding of the world around them as they plant fruit or vegetables and hunt for mini-beasts in the garden. Children talk about and celebrate cultural festivals with staff to enhance their understanding of the wider community. Staff acknowledge that children may be tired after a busy day at school and ensure that there are more relaxing activities available to them, such as knitting. As staff ensure that children have a variety of activities to choose from, children demonstrate they are motivated and keen learners.

Staff have established good links with the host school. They discuss the topics being studied at school and if there are any areas of development where children may require additional support. Staff share their observations and assessments of children with their

teachers to promote continuity of approach in activities or areas of learning. This means that staff are able to complement the learning children receive at school effectively. Parents are also kept well informed of their children's learning through daily verbal updates or through the use of communication books. They contribute to initial assessments of children's existing skills by talking to staff about what they can do when they first begin attending. Staff then assess children's existing skills and capabilities, in order to provide children with activities, which challenge them to promote their learning further. Staff re-shape activities skilfully, for example, as they ask children how best to make a dress out of pieces of material or build a den. As a result, children receive good support in their journey towards the early learning goals.

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

Children's confidence and self-esteem are effectively fostered as staff support them to voice their ideas or concerns and work in partnership with them to find solutions to any problems. Older children demonstrate kind and considerate behaviour towards younger children. For example, they offer them space to sit down to eat their snacks and help them to pour their drinks. Staff support older children to consider the impact that a very competitive game of football may have on younger children, who want to join in. They help all children to devise new rules to ensure that all children can participate. This means that children develop a good understanding of boundaries and how to keep themselves safe.

Staff manage children's behaviour in a positive way. They present children with awards frequently for demonstrating kind and helpful behaviour to support their self-esteem. Staff know children well as the key-person system is implemented effectively. Parents are asked for meaningful information about their children and offered opportunities to visit the club before they start attending. As a result, children demonstrate they feel confident and secure. Staff have strong links with both the host school and on-site pre-school. This means that they are able to share information about children's care needs and get to know them before they start attending the club. Consequently, children's emotional well-being is effectively fostered and they move confidently between settings.

Staff encourage children to be healthy in a number of ways. Children have frequent opportunities to engage in prolonged periods of outdoor play, during which staff remind them to have a drink of water, as they are exercising. Staff offer children a range of healthy snacks, having recently developed their breakfast and snack menu to support children's physical health. Children independently select from a range of wholemeal sandwiches with a variety of fillings and choose pieces of fruit from the snack box. They pour their own drink of milk or water and help to rinse their plates and cups at the end of snack time. Staff have created daily routines, which support the independence of all children. However, staff do not always socialise with children during mealtimes. This means that the opportunities for children to learn about healthy eating are not maximised.

The effectiveness of the leadership and management of the early years

provision

The manager and staff are passionate and dedicated to improving the club. They have completed an accurate self-evaluation form, taking into account the views of parents and children. Since the last inspection, the manager has made improvements with regard to all of the recommendations previously raised. The manager is pro-active in considering the requests of both parents and children. She has recently invested in resources and altered the snack menu after feedback through the questionnaires. Consequently, she demonstrates a capacity to make further improvements to achieve even better outcomes for children. The manager is also developing the procedures for staff supervision and appraisal meetings. She ensures that all staff have training, such as paediatric first-aid, food hygiene and safeguarding children. She also supports staff to undertake other courses at their request. However, the manager has not yet fully developed the supervision procedure, in order to identify any additional training needs to enhance the quality of teaching even further.

Children are well protected at the setting. This is because staff have a very good understanding of the signs and symptoms of abuse and confidence in following the robust policies in place at the club. The manager has devised additional procedures to help protect children from harm. For example, the manager has introduced a password system, in order to prevent unauthorised adults from collecting children from the club. Staff also conduct risk assessments and checks of the indoor and outdoor environments, activities and spaces used by the club to ensure they are always safe and suitable for children's use. All staff and committee members are subject to robust vetting procedures to evidence their suitability to work with children. All staff hold current paediatric first-aid certificates and are effectively deployed to ensure they are able to respond quickly in the event of an emergency. Consequently, children are kept safe from harm.

The manager has good systems in place to monitor the educational programmes and ensure that children are receiving experiences in all areas of learning. She has established strong partnerships with the host school and these enable staff to effectively complement children's learning. The manager has devised initiatives to strengthen the relationships that staff have with parents. For example, parents are invited to attend coffee evenings and have communication books, so that messages can be shared effectively. Staff have a very good understanding of how to use the information, which they collect about children to secure interventions for them where necessary. They liaise with parents and the school to ensure they are providing a consistent approach. Due to the strength of the partnerships between staff, the host school and parents, children benefit from swift interventions where necessary and receive good support in their progress towards the early learning goals.

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	EY239518
Local authority	Wirral
Inspection number	855830
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	106
Name of provider	St Joseph's Out of School Committee
Date of previous inspection	02/12/2009
Telephone number	0151 677 3970

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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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Piccadilly Gate
Store St
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M1 2WD

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