

# Stepping Stones @ St Josephs



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

## Inspection date

13 April 2015

Previous inspection date

16 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Leaders do not show a sufficient understanding of the legal requirement to inform Ofsted of changes to managers to ensure that the relevant checks can be made so that children are effectively safeguarded.
- A secure programme for staff's professional development has not been implemented to update their skills and knowledge and improve children's care and learning.
- Planning is not always in place to provide experiences and activities that support further learning. Variable relationships with local schools means that gaining an oversight of children's next steps is dependent on the school that they attend.
- Staff do not always consider how the routine of the day impacts on children to minimise incidents of unwanted behaviour.

### It has the following strengths

- Collections from school are managed well by staff to ensure that children remain safe on busy roads and learn how to keep themselves safe outdoors.
- Some staff in the setting manage behaviour very well. They use calm and consistent approaches which results in children understanding the boundaries and rules of the setting.
- The recently introduced key person system supports children effectively. This is particularly evident with children who have additional needs as staff show a sound understanding of how to meet their individual needs.

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

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

- ensure systems for staff supervision are focused on improving quality so that weaker practice is swiftly identified and appropriate training or professional development is given.
- ensure that planning is focused on children's individual development needs and interests, and take into account what other professionals working with the children know so that all children are effectively challenged in their learning.

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

- ensure that routines during the session meet children's needs, for example, by ensuring that they do not have to sit for long periods of time while waiting for snack time to be organised.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that Ofsted is informed of the appointment of a new manager of childcare on domestic or non-domestic premises (Childcare Register).
- ensure that Ofsted is informed of the appointment of a new manager of childcare on domestic or non-domestic premises (Voluntary Childcare Register)

## **Inspection activities**

- The inspector observed activities in the main play room, the collection of children from one school and outdoor play.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector viewed staff suitability records and a range of policies and procedures.
- The inspector took into account the views of the parents and carers spoken to on the day of the inspection.

### **Inspector**

Julie Larner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

A range of activities that keep children motivated are freely available in the setting. Staff work alongside teachers in the school, in which they are based, to gain information about what children are learning. They then use this information to plan activities that link in to help children make further progress. However, planning is not always consistently in place to ensure that children are continually challenged and that their development is successfully supported. In addition, links with other schools have not yet been fully developed to enable staff to further support all children's individual learning and development. Communication skills are effectively promoted by staff. They consistently ask children questions and encourage their critical thinking. This results in children being highly confident communicators who eagerly engage in conversations.

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

Children clearly enjoy very positive relationships with the adults who care for them which successfully promote children's emotional well-being. Older children provide good role models for those younger than them and most children know how to behave appropriately as staff remind them of the rules of the setting. Routines are mainly well organised so that children's needs are met at the time of the day they attend. However, sometimes children are sat for long periods and they become fractious which causes issues with behaviour. Collections from school provide valuable opportunities for children to practice how to stay safe as they carefully cross roads. Staff work with other professionals through a well-developed key person system to ensure that children with additional needs are motivated and engaged in their play. Although space is mainly used well in the setting, on some occasions staff are not able to set up planned activities for children to use when they arrive, which impacts negatively on their learning. Children confidently select resources from those set out by the staff. Children are engaged and interested in what is available and persist in their chosen activities for long periods of time. Parents are regularly updated to ensure they know about any relevant welfare issues.

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

Leaders show a mainly sound understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. However, legal requirements are not met in full as Ofsted was not notified of the new manager in the setting until the day of the inspection. Leaders are involved in monitoring how the setting is meeting children's needs and the manager and registered person work together to consider how they can make improvements. This does not sufficiently include opportunities to gain staff and parents views to contribute to improvements that will benefit the children. Sound recruitment and selection processes are in place which ensures that children are cared for by suitable adults. Although consideration has been given to improve staff's professional development this is not yet been fully implemented to effectively identify staff's training needs. Staff understand the procedures to follow if they have a concern about a child, this

ensures that children are effectively safeguarded.

## Setting details

<b>Unique reference number</b>	EY331188
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1012250
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 18
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	David Christopher Olde
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	07999 834772

Stepping Stones Out of School Club opened in 2006 and operates from St. Josephs RC Junior and Infant School in Castleford. It is situated in the school's ground floor dining hall. Children also have access to an enclosed outdoor play area within the school grounds. The club is open each weekday from 15.00 to 17.45, during school term time only. There are currently 38 children on roll, 6 of whom are in the Early Years Foundation Stage. The out of school club employs three members of staff. Of these, one holds a level 3 early years qualification, one holds a level 2 early years qualification and the other is unqualified.

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.

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