

St Joseph Grangers

St. Josephs Catholic Primary School, Coppice Rise, Harrogate, North Yorkshire, HG1 2DP



Inspection date

27 April 2015

Previous inspection date

25 November 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- While the external entrances to the school are locked, the internal entrance doors to the out of school club are not always kept secure.
- Staff do not discuss the support they intend to offer each child with other professionals, such as school teachers, in order to complement the learning children achieve at school.
- Staff do not use self-evaluation and reflective practice effectively to identify areas for improvement.

It has the following strengths

- Children contribute towards and participate in activities, which enables them to develop their independence and decision-making skills. Therefore, children are acquiring the necessary skills needed to be ready for the next stage in their learning.
- All staff have completed safeguarding training and are confident to follow local safeguarding procedures should they have concerns about a child's welfare, or a colleague's professional conduct.
- Children behave well and understand the club's rules and boundaries. Consequently, they learn to share and support each other.
- Partnerships with parents are encouraged by the club and make a sound contribution to supporting children's well-being.

What the setting needs to do to improve further

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

- ensure the premises remain secure at all times to prevent the possibility of unauthorised persons entering areas where children are cared for
- improve communications with other professionals, such as school teachers, in order to fully support and complement the learning children achieve at school.

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

- develop the use of self-evaluation and reflective practice to identify the club's strengths and weaknesses, for example, by seeking the views of parents to identify further areas for future development.

Inspection activities

- The inspector viewed all areas of the club accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the club.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children

Inspector

Kerry Holder

Inspection findings

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

Overall, staff have a secure understanding of how to help children relax and initiate their own play. Staff offer a range of opportunities to support children to gain new skills and build on what they already know and can do. As a result, children are motivated, occupied and interested in the activities and experiences provided for them. Staff talk to children about their daily activities and children are continually asked what they would like to do, to make sure they feel valued and respected. However, information is not discussed with school teachers about children's learning or where they might need support. This does not enable staff to establish a clear picture of each child's capabilities or to complement the learning children achieve at school.

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

Staff create a welcoming environment and there is a key-person system in place, which promotes children's emotional well-being. The club is organised and resources are easily accessible to allow young children to make choices within their learning. Staff provide children with the opportunity to develop their physical skills as they play in the outdoor area, which enables them to be active. For example, children benefit from playing interactive games, such as tennis. Children receive regular praise and encouragement from staff, which enables them to feel appreciated. Staff talk about the importance of safety to ensure children have a suitable awareness of keeping themselves and others safe. This supports children to develop their own understanding of risk. Children are happy and settled under the attentive staff care. Children cannot leave the premises unsupervised and staff monitor the club entrance, but there is room to provide further security by making the door secure from unauthorised persons. Nonetheless, staff are deployed appropriately within the club and ratios are consistently met to maintain children's safety and well-being. Children are offered healthy snacks, such as fresh fruit and olives. The younger children benefit from the help of older children during snacks as they support them to develop their self-care skills. As a result, children gain an understanding of healthy lifestyles and are confident and sociable.

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

Well-qualified staff understand their responsibilities in meeting the safeguarding and welfare requirements. Staff benefit from an induction period and annual appraisals. Appropriate arrangements are in place to monitor staff performance, and training needs are identified to support staff in their professional development. This has a positive impact on children's learning as staff are encouraged to update their knowledge and understanding. Staff work together to monitor and evaluate the educational programmes, to ensure that all areas of learning are appropriately covered. Self-evaluation provides an overview of the provision's strengths and weaknesses, but it does not take full account of the views of parents. As a result, staff and management do not have clear targets which will promote the continuous development of the club.

Setting details

Unique reference number	EY303586
Local authority	North Yorkshire
Inspection number	856543
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	121
Name of provider	Grange Partnership
Date of previous inspection	25 November 2009
Telephone number	01423 560090

St Joseph Grangers was registered in 2005. It operates from St Josephs Catholic Primary School, Harrogate. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday, from 7.30am until 9am and from 3.30pm until 6pm, during school term time.

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