

St Paulinus Kids Club

St Paulinus School, Temple Road, DEWSBURY, West Yorkshire, WF13 3QE



Inspection date	26 July 2016
Previous inspection date	24 July 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The club has made good progress since the previous inspection and has securely addressed all areas identified for improvement.
- Partnership with the host school is strong. Information is shared frequently and this enables staff to meet the needs of all of the children very well and complement learning achieved in school.
- A wealth of good quality toys and resources is provided for all ages of children to use. Children are central to the club and make decisions about the activities they wish to do. Staff take children's interests into account in the activities they plan so that all children are fully engaged and motivated.
- Children's personal development is a high priority of the club. Staff know the children extremely well and support their individual needs to a high degree. Relationships between staff, children and their peers are trusting, warm and caring. Consequently, children are very happy and settled.
- Staff have high expectations of children's behaviour. Children know what is expected of them and adhere to the club's rules, which they help compile. Children are exceptionally well behaved and play well together.

It is not yet outstanding because:

- Managers do not always make the best use of their self-evaluation to fully secure more ambitious targets for future improvement.
- At times, staff step in too quickly and stop children from taking control over challenging their own bodies physically and managing risk for themselves.

What the setting needs to do to improve further

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

- strengthen current systems for evaluating the provision so that targets for future improvements are more challenging and clearly focused on securing outstanding practice
- strengthen staff's understanding of the benefits of children being able to challenge their own abilities and take manageable risks as they play.

Inspection activities

- The inspector observed the activities and staff's interaction with the children.
- The inspector had discussions with the acting manager and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the setting.
- The inspector took the written views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are safely recruited to ensure that they are suitable to work with children. Staff have a good understanding of child protection issues and keep up to date with training to reinforce their knowledge. They are aware of who to contact should they have any concerns about a child in their care. There are effective systems in place for monitoring staff performance. Staff benefit from regular supervision meetings. These contribute well to ongoing staff training and professional development, which helps staff meet the needs of the children. Staff are very good role models for the children. Male and female staff are employed to provide a balanced environment for the children. Staff work very well together and complement one another's skills. Partnerships with parents are good. Staff and parents share information about children to ensure continuity of care and development.

Quality of teaching, learning and assessment is good

Staff support and facilitate children's play and know when to intervene. Interactions between staff and children are warm and friendly. Children thoroughly enjoy their time at the club and have great fun. They learn about nature and their environment as they go on bug hunts. They collect bugs in containers and draw their own representations of them. Children then build bug houses using soil, grass and leaves and release the bugs into the natural habitat. They talk excitedly about what they have found and learned, such as slugs have slime to protect them. Children play cooperatively together. They create large painted murals, build models and play team games, such as football. Children have very good opportunities to practise their physical skills and keep fit and healthy. They learn to persist at their chosen activities, for instance, when they show eagerness to cross the challenging exercise trail.

Personal development, behaviour and welfare are good

Consideration of children's emotional well-being is paramount. Children make decisions, set up the play areas and help to plan outings. Children are encouraged to express and talk about their thoughts and feelings through a variety of means. They reward one another for their achievements, such as being the fastest runner or a good listener. Children who speak English as an additional language are supported very well. Staff show that they value children's home language. They obtain words from home and use body language and signs to help support children. Inclusivity is thoroughly considered. There are many resources that positively represent diversity, including dual-language books. Staff also address gender stereotypical views that some children may have through discussions. Children are fully involved in their wider community. They visit elderly people's homes and sing songs for them, and they do a lot of fundraising for charities to help them understand about others' needs. Children learn about healthy lifestyles very well. They are rewarded for eating the fruit that is made available to them throughout the sessions. Staff talk with them about the need to have healthy diets so that they have a lot of energy to play physically. Good hygiene practices are followed and children understand why they need to wash their hands at appropriate times of the day.

Setting details

Unique reference number	EY312971
Local authority	Kirklees
Inspection number	1041394
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 12
Total number of places	32
Number of children on roll	44
Name of registered person	St Paulinus Kids Club Committee
Registered person unique reference number	RP908433
Date of previous inspection	24 July 2014
Telephone number	01924 325330

St Paulinus Kids Club was registered in 2005. The club employs five members of childcare staff. Of these, four hold appropriate qualifications at level 2 or above, including one with level 4. The club opens Monday to Friday from 7am to 9am and 3pm to 6pm during term time, and from 7.30 to 5.30pm during school holidays.

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