

Sedgley Kids Club @ St Chads



St. Chads Catholic Primary School, Catholic Lane, DUDLEY, West Midlands, DY3 3UE

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| Inspection date | 4 January 2017 |
| Previous inspection date | 14 July 2016 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- Performance management arrangements for staff are not always effective. The manager has not yet identified where further support is needed to enhance staff's knowledge and understanding, and improve the quality and consistency of their teaching.
- Although assessments of children's progress have been improved, they are not always used well enough in order to plan for children's individual needs. Consequently, children are not consistently making good progress.
- Aspects of children's personal, social and emotional development are not always well promoted. Children are not supported consistently enough to learn to respect and look after their belongings or their environment.
- Self-evaluation is not robust enough to ensure that continuous improvements are made to raise the quality of the pre-school provision to a consistently good level.

It has the following strengths

- The effective key-person system is well established. Children are supported to build good relationships with staff, who help them to gain confidence for future learning.
- Partnerships with parents are good. Staff share regular information with parents about their child's progress and give guidance on how to support their children's learning at home. Parents' feedback is very positive.
- Children have many opportunities to be physically active. They enjoy playing outdoors each day, when they run around, climb and balance on a range of equipment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|-----------------|
| ■ improve the programme of professional development to identify gaps in staff's knowledge, help them keep up to date with guidance and legislation and improve the quality and consistency of their teaching in order to improve outcomes for children | 31/03/2017 |
| ■ use assessments of children's learning to plan more precisely for children's individual needs, providing all children with challenging and stimulating activities that help them to make good or better progress in their learning. | 31/03/2017 |

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

- provide more support for children to learn about being responsible and taking care of their belongings and environment
- strengthen the evaluation of the pre-school to accurately identify areas for further development and secure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She discussed children's learning, welfare and safety.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector looked at evidence of the suitability of staff working with children in the pre-school.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has worked hard with the staff team to make many improvements since the last inspection. However, these have not been fully effective. Some staff's knowledge and understanding with regards to current guidance and legislation is limited. The manager is not using staff supervision sessions well enough to fully identify their development needs. As a result, staff's knowledge and skills are not maintained at a consistently good standard. The arrangements for safeguarding are effective. The manager has recently updated policies and procedures in line with those of the Local Safeguarding Children Board. Staff have a suitable understanding of the signs and symptoms of abuse and know what to do if they suspect a child is at risk from harm. The manager has begun to seek parents' views to help gain an overview of the performance of the pre-school. However, self-evaluation is not robust enough. There are weaknesses that have not been identified or addressed. Children's learning and development is not always promoted well enough.

Quality of teaching, learning and assessment requires improvement

Although staff know the children and track the progress they make, this information is not used well enough to plan very precisely for all aspects of children's learning. As a result, children are not always provided with a stimulating enough educational programme to help them reach their full potential. Staff do not always recognise when they can challenge children in their learning to extend and build upon their current capabilities. For example, during a painting activity staff do not give children enough encouragement to become actively involved. This means some children quickly lose interest and gain little from the activity. During self-chosen play children freely explore and have their own ideas. They work together to solve problems as they build with large construction pieces. Children gain a real sense of achievement as they enjoy completing puzzles.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children are not making as much progress as possible in their personal development. Staff do not always teach children to respect their belongings or their environment. For example, when children come in from outside they throw their coats in a pile on the floor. As a result, the environment is disordered and children are not learning key skills that will help to prepare them for school. Nevertheless, children are happy and they play well together. Staff generally promote their positive behaviour. They encourage children to share and take turns, and praise their efforts and achievements. Staff listen attentively to children's views, interests and opinions and encourage them to respect and value what others say.

Outcomes for children require improvement

Children are not making good enough progress due to the weakness in staff practice that limits some aspects of their learning. However, some progress is made from their starting points. Most children are confident, independent and articulate. Children are developing their literacy skills as they make marks, write their names and gain an awareness of the sounds letters represent. They develop good attention and recall skills as they take part in stories and rhymes.

Setting details

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| Unique reference number | EY443920 |
| Local authority | Dudley |
| Inspection number | 1057304 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 11 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of registered person | Katherine Rafferty |
| Registered person unique reference number | RP901004 |
| Date of previous inspection | 14 July 2016 |
| Telephone number | 01384815645 |

Sedgley Kids Club @ St Chads was registered in 2012. The club employs six members of childcare staff, all of whom hold appropriate early years qualifications, with two members of staff at level 2, two at level 3, one at level 4 and one who holds a degree in childhood and family education. The pre-school provision is open on Monday to Friday, during term time only and from 9am to 3pm. The out-of-school provision serves the host school and is open from 7.30am to 8.45am and from 3.15pm to 6pm, during term time. The holiday provision is open during school holidays from 8am to 6pm.

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