

# St Josephs Play Centre

St. Josephs RC Primary School, Macklin Street, London, WC2B 5NA



<b>Inspection date</b>	30 January 2017
Previous inspection date	12 March 2013

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

## Summary of key findings for parents

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

- Leaders do not ensure that all staff know the safeguarding procedures fully, in particular the lead individuals to contact in the event of a concern about a child's welfare. This breach also relates to the requirements of the Childcare Register.
- Leaders are not aware of their responsibility to notify Ofsted of certain changes of circumstances. For example, when there is a change of manager. This is also a breach of the Childcare Register requirements.
- Leaders do not ensure that all staff receive effective ongoing supervision, to help identify training needs and enhance their skills, relevant to their roles.
- Systems for self-evaluation are not thorough enough to enable leaders to identify all weaknesses in practice, to help make improvements to the setting.
- At times, staff do not provide appropriate opportunities for young children to develop their independence skills in managing their self-care.

### It has the following strengths

- Partnerships with parents are effective. Parents speak favourably of the experiences children have at the setting, with particular regard to the range of resources on offer.
- Staff plan activities based on children's interests that are relevant to their age and keep children engaged; children are enthusiastic to take part.
- Children learn to understand behaviour expectations. In general, staff are caring and help children settle in.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement a clear policy for responding to safeguarding concerns, particularly to ensure that all staff have up-to-date information of the relevant individuals to contact to seek advice and report any welfare issues</li> </ul>	13/02/2017
<ul style="list-style-type: none"> <li>■ gain a suitable understanding of the occasions on which you must notify Ofsted of changes to circumstances</li> </ul>	13/02/2017
<ul style="list-style-type: none"> <li>■ improve systems for staff supervision and training, to better support staff to undertake their roles and responsibilities effectively.</li> </ul>	13/02/2017

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

- make better use of self-evaluation to identify and address any weaknesses in practice and to help raise the overall quality of the setting
- provide more opportunities for children to be independent and manage their own care needs.

### Inspection activities

- The inspector spoke with children, staff and parents to gain their views on the setting.
- The inspector held a leadership meeting with the manager of the setting.
- The inspector looked at a relevant sample of policies and documentation, such as suitability checks of staff and safeguarding procedures.
- The inspector observed staff interacting with children throughout the inspection.

**Inspector**  
Shana Laffy

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Overall, most staff are familiar with the possible signs and symptoms that may raise cause for concern about a child's welfare. However, leaders do not ensure that all staff know the procedures for reporting concerns. For example, during the inspection, some staff were not confident about who to immediately contact, such as the lead person in their organisation, in an event of a welfare concern. Leaders have begun to use systems for evaluating their practice and generally seek the views of others. However, they have not identified all weaknesses in their setting. Staff receive some appropriate ongoing professional development and supervision. However, at times, leaders do not implement effective support for staff that are new to their roles. For example, by defining clearly what is the responsibility of the manager and what is the role of the deputy. Leaders are not aware of their responsibility to notify Ofsted of changes to their provision, as soon as reasonably possible. They have employed a new manager and have not made the information known to Ofsted, as required.

### **Quality of teaching, learning and assessment is good**

Teaching is strong and staff interact well with children of all ages and abilities in the setting. Staff plan a range of activities for children based on their interests. Children typically have free-choice play, with adults close by for support. Children benefit from a variety of resources and play equipment and stay focused for long periods on a chosen task. For example, children enjoy using the indoor obstacle course and help their friends to tackle new physical challenges. Children enjoy developing their creative skills. For example, they make their own puppets at the drawing table and use these in the puppet theatre, such as to act out stories for one another and play imaginary games.

### **Personal development, behaviour and welfare require improvement**

Children's well-being is not given the highest priority due to some gaps in staff's knowledge of following the setting's safeguarding policy fully. However, staff do take measures to ensure children have a safe environment to explore. Staff support children's individual needs and children form good bonds with their key person. On occasions, staff miss opportunities to help children develop their self-care skills further and take on independent tasks, for example, during their snack times. Children are active and staff encourage them to gain an understanding of healthy lifestyles. Staff provide healthy snacks and support children to understand about identifying potential hazards, for example, when using and putting away sports equipment.

## Setting details

<b>Unique reference number</b>	EY453091
<b>Local authority</b>	Camden
<b>Inspection number</b>	1063008
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	People Potential Possibilities
<b>Registered person unique reference number</b>	RP902633
<b>Date of previous inspection</b>	12 March 2013
<b>Telephone number</b>	07875724415

St Josephs Play Centre registered in 2012. It is located on the ground floor of St Joseph's Primary School, in the London Borough of Camden. The breakfast club is open each weekday from 8am until the beginning of the school day. The after-school club is open each weekday from 3.30pm to 6pm. Both clubs run during term time only. The provision employs six staff, of whom three hold appropriate early years qualifications.

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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