

# Sedgley Kids Club @ St Chads



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

<b>Inspection date</b>	20 September 2017
Previous inspection date	4 January 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	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		Good	2

## Summary of key findings for parents

### This provision is good

- Good progress has been made since the last inspection and the quality of teaching is good. Staff provide a clear routine and a good range of resources and activities to capture children's curiosity and imagination.
- Staff work closely with parents to identify children's level of development and care needs when they first start. They use this information well to help children progress and meet their individual needs.
- A particular strength of the good-quality teaching is that staff provide plenty of opportunities for children to explore and create and combine resources in a variety of ways.
- There are strong systems in place to share information with the on-site school to help prepare children when they move on to school.
- Staff place a strong focus on promoting children's emotional well-being and children are happy and settled and enjoy their time at the pre-school and club.

### It is not yet outstanding because:

- The manager does not incisively evaluate staff practice and use staff professional development opportunities to help provide highly effective teaching, in particular in promoting mathematics and technology.
- Staff do not focus sharply enough on those children who are reluctant to engage and speak during activities to help encourage them to join in and make the most of the experience.

## What the setting needs to do to improve further

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

- evaluate staff practice more effectively and use staff professional development opportunities to help provide highly effective teaching, in particular in mathematics and technology
- focus more sharply on those children who are reluctant to engage and speak during activities to help them make the best possible progress.

### 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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and club.
- The inspector spoke with staff and children at the pre-school and club during the inspection.
- The inspector took account of the views of parents.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of the possible signs of abuse and neglect and the procedure to follow if they have a concern. There are effective systems in place to ensure staff are vetted and their ongoing suitability is assessed. Staff check the premises and grounds daily to ensure any risks are minimised and removed. Parents complete feedback forms every term and they show high levels of satisfaction. For example, parents report their children thoroughly enjoy attending and they are kept well informed about their children's achievements and progress.

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

Staff use children's interests well to plan motivating experiences to help them learn. For example, children's interests in nature, superheroes and cooking are used well to provide good learning opportunities. Children thoroughly enjoy pretending to bake with the dough in the mud kitchen outdoors. Staff use these activities well to encourage children to develop their ideas, work together and increase their language skills. Staff provide plenty of opportunities for children to extend their creativity as they use an exciting range of art materials. For example, children learn to combine materials, use tools and explore mixing colour as they make their creations. Activities are interesting, enjoyable and have a clear learning intention and children show sustained levels of interest.

### Personal development, behaviour and welfare are good

Staff carefully plan a routine which meets the needs of children who attend. For example, children who attend the breakfast club and after-school club can freely choose from the range of activities provided. This relaxed approach complements their school day well. Staff provide daily opportunities for children to be outdoors in the fresh air and increase their physical fitness. Children are well behaved, cooperate and learn to show concern for others, such as the elderly, animals and each other. Staff place high priority on teaching children about healthy eating and work with parents to help them include healthy options in their children's lunchboxes. Children learn to take controlled risk as they are closely supervised as they cut their fruit with a knife. They learn how to keep safe in the event of a fire as they practise the fire evacuation procedures.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for school. Children show a keen interest in the natural world. For example, the autumn interest table captures their curiosity and they confidently talk about the weather. Children work well together in groups and on their own and enjoy interacting with staff. Children independently access resources to build on their ideas and are creative in their play. They enjoy learning and show a fondness for books, stories and singing sessions. Children learn to count as they play and enjoy puzzles. The most able children begin to write their names and enjoy making marks and exploring letters and sounds.

## Setting details

<b>Unique reference number</b>	EY443920
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1082672
<b>Type of provision</b>	Full-time 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>	2 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Katherine Rafferty
<b>Registered person unique reference number</b>	RP901004
<b>Date of previous inspection</b>	4 January 2017
<b>Telephone number</b>	01384815645

Sedgley Kids Club @ St Chads registered in 2012. The pre-school provision is open Monday to Friday, term time only, from 9am to 3pm. The out-of-school provision serves the on-site 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. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 4, two hold qualifications at level 3 and two hold qualifications at level 2.

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