

# St Joseph Federation

## B.A.S.C

St. Josephs RC Junior School, Woodend, LONDON, SE19 3NU



<b>Inspection date</b>	7 November 2017
Previous inspection date	16 April 2013

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

- Staff establish positive relationships with children and get to know them well. Children are happy and confident and have a good level of well-being and sense of belonging.
- Children have good opportunities to develop more challenging physical skills, such as climbing and balancing as they complete obstacle courses at the adventure playground.
- Staff make good use of technology to extend children's learning. For example, they research current topics to learn about the world around them, such as news clips.
- There are good links between staff and other early years professionals. For instance, staff liaise closely with teachers at the school to share activity ideas. This helps provide children with a consistent approach to their shared care and play opportunities.
- Children have good opportunities to develop their creativity and imagination. For example, they explore interesting ideas, such as making abstract art pictures.
- Staff establish good relationships with parents and help keep them fully informed of their children's time at the club. For instance, they share children's achievements daily.

#### It is not yet outstanding because:

- Staff do not always effectively encourage children to fully understand the consequences of their actions, to help them to behave even more responsibly.
- Staff miss some opportunities to extend children's respect and understanding of people's similarities and differences from around the world, including other languages.

## What the setting needs to do to improve further

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

- build on the ways to consistently encourage children's good behaviour to extend their life skills and values even further
- extend children's respect and understanding of diversity outside of their own cultures, beliefs and backgrounds.

### Inspection activities

- The inspector observed the interactions between staff and children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures, the risk assessment and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff work together well to effectively evaluate their current practice. For example, they reflect upon the activities each day and discuss how well they engaged children. They use the children's feedback to support their future activity plans. This helps them to ensure that children enjoy their play at the club. The manager closely monitors the consistency of the play opportunities that staff provide for children. For instance, she holds regular individual meetings with staff to review their performance and highlight any potential training needs. The manager and staff observe each other's interactions with children and provide constructive and helpful advice to support their future practice. Staff are keen to keep their knowledge up to date and build on their skills further. They attend regular training. For example, they learn how to teach children the importance of healthy eating. Safeguarding is effective. The manager and staff all have a good understanding of the safeguarding and child protection policies to follow in the event of a concern, including knowing who they should contact to seek advice.

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

Children have an active role in planning their time at the setting, and have good independence skills. For example, they confidently choose their own play and share their wishes and ideas, which staff include into the weekly activity plans. Children are confident to communicate and share ideas with their friends and staff. For example, they make up their own stories, songs and dances and act them out in talent shows. Staff build on children's ideas well and children learn about the world around them effectively. For example, they learn about Remembrance Day, and explore this further during role play in wartime cafes and when listening to wartime inspired songs. Children enjoy completing word searches related to the Remembrance Day activities, and they build replica warplanes with blocks. Children have a good range of play opportunities.

### Personal development, behaviour and welfare are good

Children are polite. They develop meaningful friendships and good social skills. For example, they take turns and wait patiently during team games, such as card games and tennis. Children have good opportunities to develop their hand-to-eye coordination skills, and gain control over their small physical movements. For instance, they participate in interesting activities, such as knitting and crochet. Children develop good physical well-being and an understanding of healthy lifestyles. For example, during mealtimes, they discuss the positive impact of fruit and vegetables on their body. Children choose to be active and exercise, or rest and engage in quieter activities, with confidence. Children develop a good sense of responsibility and understand more mature concepts, such as time management, as they are keen to complete work from school in the homework club.

## Setting details

<b>Unique reference number</b>	EY439207
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1062544
<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>	40
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Stephanie Ophelia Odewale
<b>Registered person unique reference number</b>	RP515011
<b>Date of previous inspection</b>	16 April 2013
<b>Telephone number</b>	07469929311

St Joseph Federation B.A.S.C registered in 2011. The provision is located in the grounds of St Joseph's RC Junior School in the London Borough of Croydon. The setting is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time only. The provider employs nine member of staff, eight of whom hold a relevant qualification at level 2 or above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

