

St Joseph's Badgers

St. Josephs RC Primary School, Cherry Orchard, LICHFIELD, Staffordshire
WS14 9AN



Inspection date	18 December 2018
Previous inspection date	14 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Managers have a sound understanding of their key responsibilities. The club is well organised. Staff successfully implement a variety of records, documents and policies that support practice. This helps to promote safeguarding and welfare at a good level.
- Children settle in easily and quickly become familiar with their surroundings. They are relaxed and comfortable attending. Staff are welcoming and approachable. Before children start, they invite them and their parents to visit the club and they use their settling-in processes to help get to know them well.
- The environment is bright, stimulating and well resourced. Children have fun and enjoy attending. They confidently make choices about what they want to do and are keen to take part in different activities.
- Staff interact with children in a positive way. They provide children with varied activities that take account of their interests and build on their current skills. This helps all children to continually progress well in their learning and development.
- Partnerships with parents and the host school are good. They comment that they are very happy with the service provided by the club. Staff regularly exchange two-way information with parents and teachers about children's care and education. This helps to foster continuity between all those involved in their lives.
- The premises is safe and secure. The environment is kept tidy and all areas are cleaned on a daily basis. Staff also conduct routine health and safety checks to ensure that the environment, toys and resources are continually suitable for use.
- Staff do not manage the transition between children's arrival at the club in the afternoon and starting activities as well as possible. This is because this takes an unnecessarily long period of time. There is scope to review and adapt the arrival routine to help make the most of the time children spend at the club.
- Managers do not always make the best use of self-evaluation to focus on raising the standard to an outstanding level. They do not yet fully include staff in setting clear targets for future development.

What the setting needs to do to improve further

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

- review and adapt the arrival routine following collection from pre-school or school to help make the most of the time children spend at the club
- extend self-evaluation and fully include staff in setting clear targets for future development aimed at raising the overall standards to an outstanding level.

Inspection activities

- The inspector observed the quality of staff's interactions with the children during activities indoors.
- The inspector completed a joint observation of a planned activity with the manager of the club.
- The inspector spoke to staff and held a meeting with the club management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the club.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They can recognise the varied indicators of child abuse, neglect and potential racialization. They know how to respond appropriately and manage different types of concerns. This helps protect children from harm. The majority of staff are well qualified. Managers supervise staff and support them in their roles. They ensure staff benefit from mentoring and training to upskill their knowledge, including safeguarding, first aid and food hygiene. This means staff have a good understanding of their key responsibilities. This helps them to promote children's continued development, health and safety well. Self-evaluation is in place and managers are reflective. They know what works well and have an idea of what they can improve. This helps them to maintain consistently good overall standards.

Quality of teaching, learning and assessment is good

Staff observe children and assess their current abilities. They have an awareness to their key next steps in learning. Therefore, planning takes account of children's interests and helps enhance and extend their skills. The activities provided are broad and varied. Children have fun attending. For example, children enjoy creative activities, such as making snowflakes and chain decorations out of paper or colouring Christmas pictures with crayons. Children delight in playing games that build on their hand-to-eye coordination and skills in counting with staff and their peers. They also like imaginative play with small-world toys and construction resources. Staff become involved in children's play and they are encouraging. They talk to children about what they are doing and help them to develop their ideas. Managers have a good overview of the experiences provided. They ensure children with special educational needs and/or disabilities benefit from sensitive and appropriate support. For example, children who speak English as an additional language receive one-to-one attention to help get their needs met and support them to further develop their speaking skills. This helps all children to continually progress well.

Personal development, behaviour and welfare are good

Staff promote children's physical well-being and help children to learn about the importance of living healthily. Staff provide nutritious drinks and snacks for the children in the club. They talk to them about the benefits of eating well and encourage them to make healthy food choices. Staff also promote exercise, including outdoor physical challenges and weekly Zumba sessions in the hall. Staff also ensure children adopt good cleanliness and hygiene. Children independently wash their hands before eating and after toileting. Staff help children to follow the routines of the club. Children learn to take responsibility for their own belongings, line up when asked and wait patiently for their needs to be met. Staff are good behaviour role models. Children quickly learn to follow the rules of the club. They can share resources, take turns and play well with their peers. Staff find out about children's home lives. Staff recognise and celebrate children's varied nationalities in the club. They help children explore different races, languages, religions, cultures and traditions. Children continue to develop good self-worth and learn about the importance of respect.

Setting details

Unique reference number	EY431743
Local authority	Staffordshire
Inspection number	10069780
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	40
Number of children on roll	70
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Date of previous inspection	14 July 2014
Telephone number	01543 263505

St Joseph's Badgers registered in 2011. The out-of-school club employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The out-of-school club operates term time only. Sessions are available Monday to Friday from 7.30am until 9am and from 3.30pm until 6pm.

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