

Inspection of Jpac Ltd At St John Fisher Catholic Primary School

St. John Fisher Catholic Primary School, Spring Water Avenue, Sheffield, Yorkshire
S12 4HJ

Inspection date:

14 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are confident and settled at the club. They happily enter the setting and engage in a variety of activities, both indoors and outdoors, with their friends. Children are enthusiastic to join in with the interesting and motivating play opportunities that staff plan for them. For example, they use scissors and glue to make cardboard mice and participate in group games such as football. Children tell visitors that they love coming and spending time with their friends. Children of all ages play well together, which helps to widen their friendship groups. Staff know the children very well and have warm and secure relationships with them and their families.

Staff establish positive partnerships with the teachers at the school that children attend. They share relevant information daily about children, which helps them to offer support and meet children's individual needs. For example, staff find out about topics children are covering at school so they can plan further activities at the club. Children with additional needs are supported well. Staff work closely with teachers and parents to ensure they get the support they need. This helps to provide children with a positive and consistent link between the school and club.

What does the early years setting do well and what does it need to do better?

- Parents are very positive about the club. They say that they are happy with the service provided and feel that staff are meeting their children's needs. Parents describe how appreciative they are of the flexibility of staff. For example, they can change their sessions weekly to suit their needs. Parents say that their children are, at times, reluctant to leave at the end of the day because they are having so much fun.
- Staff promote children's good health and social skills exceptionally well. For example, children choose from a range of fresh fruit and healthy snacks at teatime. Staff ensure that children wash their hands before and after eating. Mealtimes are a social occasion where children sit together and engage in conversation with their friends. This helps to develop their social skills well.
- Staff work well as a team. They report they feel happy and supported here. Managers have high expectations for staff and support their emotional well-being effectively. The provider is exploring ways to further support staff's professional development and identify any particular training needs.
- Staff are good role models and have high expectations for children's behaviour. Children behave very well. They enjoy playing together and follow rules and instructions. For example, older children show kindness towards young children and engage them in play. Staff praise children regularly for their good behaviour. This helps to boost children's confidence.

- Children particularly enjoy spending time in the large outdoor play area. This helps to support children's physical and social development. Staff support children to take risks as they play with the wide range of outdoor equipment provided for them. For example, children are encouraged to climb across a large climbing frame. Younger children are keen to demonstrate new skills they have learned as they throw flying rockets across the playground. Staff join in enthusiastically with children as they play.
- Staff ensure that all areas used by children are checked before they arrive and any hazards to children's safety are removed. Effective systems are in place to help staff manage children's allergies and individual dietary requirements. For example, staff have removed egg products from their menu to support a child with an egg allergy.
- Children develop their independence skills well. Staff have developed an environment where children can confidently choose their play resources. For example, children know where the toys and equipment are kept outside and can get out what interests them.
- The provider and manager are enthusiastic about developing the quality of the provision. They reflect on the quality of the setting and put changes in place to make improvements. For example, the current action plan is to develop the online system to further support staff, parents and children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe in the club. They know the procedures to follow if they have concerns about children's welfare and can identify potential signs of abuse. Staff teach children how to keep themselves safe. For instance, children are aware of risks on the large climbing frame outdoors. Managers ensure that staff have clear policies to follow if they have concerns about their colleague's practice. They provide regular discussions which cover a range of safeguarding issues. This helps staff to maintain an up-to-date knowledge of new legislation in relation to child protection.

Setting details

Unique reference number	2496997
Local authority	Sheffield
Inspection number	10194369
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	24
Number of children on roll	127
Name of registered person	JPAC Limited
Registered person unique reference number	RP901134
Telephone number	07971957839
Date of previous inspection	Not applicable

Information about this early years setting

Jpac Ltd At St John Fisher Catholic Primary School registered in 2018 and is located in Sheffield. It employs five members of childcare staff, one of whom holds an appropriate qualification at level 3. The club opens Monday to Friday, from 7am to 8.55am, and from 3pm to 6pm, during term time.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed a range of activities to evaluate children's experiences in the club.
- The inspector viewed the indoor and outdoor environments.
- The manager showed the inspector around the club. They talked about the resources and activities provided for children.
- Relevant documentation was scrutinised, including any documents collected to ascertain the suitability of staff, first-aid certificates and other training documents.
- Staff, parents and children all shared their feedback about the club, which the inspector took into account.

We carried out this inspection 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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