

Inspection of St Josephs Out of School Club

St Josephs Catholic Primary School, Grosvenor Road, Huddersfield HD5 9HU

Inspection date: 6 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this warm and welcoming setting. Staff plan a variety of activities for children to choose from. Children engage enthusiastically and confidently in activities. For example, they enjoy dancing, playing musical statues and painting Christmas decorations. Children build their understanding of repeating patterns by making 'healthy candy canes' with fruit and colouring in elves' scarves.

Children are comfortable in the care of staff and show this by inviting them to join in with their play. They form friendships with each other, play together, imaginatively make 'dinner' and push each other around on bicycles and in cars outdoors.

Children behave well. Staff provide children with structured routines, which means children know what to expect. Children follow routines well. They wait patiently for their name to be called before going to play. Children respond quickly to staff's instructions to tidy up before moving on to the next activity. As a result, the environment remains calm, and children engage in their play for extended periods of time.

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

- Staff know the children well. They observe and assess what children already know and can do. Overall, staff offer activities that build on children's existing knowledge and skills. However, they do not tailor individual children's next steps in learning to help them make maximum progress. For example, at times, staff do not focus on some children's main developmental needs when planning what they need to learn next.
- Staff successfully promote children's independence skills. They encourage children to try and do things for themselves, such as putting on and fastening their own coats. Staff offer warm praise for children's attempts and achievements. This helps children to develop a sense of pride and a willingness to try and do things for themselves, equipping them with the necessary skills needed in preparation for school.
- Staff are responsive and interact well with children and offer mostly well-thought-out activities. However, on some occasions, their learning intentions are not challenging enough for some children, while for others, they are too difficult. For example, at group time, children are asked to select their own name card from a group of three. Some children complete the task with ease, while others are daunted by the challenge and are unwilling to try. This means that children do not all benefit from the activity.
- Overall, children's communication and language skills are supported effectively. Staff communicate with children clearly. They share stories with children and

introduce new vocabulary, such as 'pattern,' 'repeated,' 'demonstrate' and 'raspberries. However, at times, staff leave background music playing without a purpose. This has an impact on children's learning, particularly their communication development, as not all children are able to further develop their listening skills or practice using their spoken language skills.

- Children develop respectful relationships with each other and staff. They express themselves politely and help each other. For example, when children struggle to turn on the tap because their hands are messy from playing in foam, others quickly recognise and help their peers with turning on the tap. Children remember to thank each other, and staff model respect by asking permission before physically aiding children. Children develop the essential social skills they need to become good future citizens.
- Staff promote children's physical health and well-being well. Children enjoy being active and develop good physical skills. For example, they develop their gross motor skills and show good coordination and spatial awareness as they ride tandem bicycles and scooters, play jumping games, and move their whole bodies to music. Furthermore, staff support children to understand why it is important to wash their hands regularly and before handling food. Children learn why it is important to keep themselves physically healthy and learn the skills to do so.
- Partnerships with parents are good. Parents state that their children are happy to attend the setting. They appreciate the regular communication about what their children have been learning. Parents attend parents' evenings, where they receive advice on how to support their children's development at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibilities to keep children safe. Staff are knowledgeable about the signs and symptoms that might indicate that a child is at risk of harm. They confidently discuss local safeguarding procedures. Staff know the steps to take should concern for a child's well-being arise. They understand the procedures to follow if they identify a family at risk of being drawn into criminal activity or radicalisation. Staff take steps to ensure that children are safe while in the setting. For example, they keep doors securely locked and complete risk assessments.

What does the setting need to do to improve?

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

- focus planning and teaching more precisely on the targeted learning intentions for all children
- ensure that adult-guided activities are suitable for all children taking part to help

them make the best possible progress

- develop children's communication and concentration skills to the highest level, such as by considering the impact of distractions in the environment.

Setting details

Unique reference number	EY465926
Local authority	Kirklees
Inspection number	10229366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 11
Total number of places	24
Number of children on roll	59
Name of registered person	Lindsey Chadwick & Susan Swain Partnership
Registered person unique reference number	RP907359
Telephone number	07907622571
Date of previous inspection	13 December 2016

Information about this early years setting

St Joseph's Out of School Club registered in 2013 and is located in Huddersfield. The club employs seven members of childcare staff. Of these, five hold appropriate qualifications at level 3. The club opens during term time, from 7.15am to 8.45am and 11.55am to 3pm and 3.15pm to 6pm. During the school holidays, the club opens from 7.30am to 5:30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working at the club.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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