

Inspection of St Joseph Federation

B.A.S.C

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

Inspection date: 16 May 2023

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club happy, eager and ready to play. They are warmly greeted by staff, who ask them about their day. Children feel safe and secure. They know the routines well. For instance, older children hang up their coats and bags. Young children place their water bottles in a specified area, so they can access them easily. Children explore a broad range of activities and engage well with adults and their peers. For example, they take turns trying to develop their skills during archery. Children take great delight in playing table tennis with staff. This helps strengthen their social interactions and builds on their fine and gross motor skills.

Children's behaviour is good. They respond well during transitions. For example, they stop when they hear the bell and listen for their name during registration. Children greet each other in different languages, such as Spanish. They proudly respond saying, 'hola' when they hear their name being called. Staff support children well to celebrate their uniqueness. Parents are happy with the care their children receive. They speak highly of how inclusive the setting is. For example, parents appreciate working in partnership to provide alternative menu options when children have different allergies.

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

- The ambitious manager has high expectations for all children. Staff consider the ages of the children when they plan their environment. They inform children about what activities have been planned for the day. Staff encourage children to share their ideas. For instance, older children confidently suggest different resources to add to their play outside. Children develop good negotiation skills and listen to their peers. This helps build on their self-esteem.
- Young children take great delight in exploring nature in the outside area. For instance, they spend long periods of time during imaginative play making pretend meals and potions using leaves, flowers and grass. Children confidently identify flowers, such as daisies, as they share with their friends. This helps build on their vocabulary.
- Hygiene routines are good. Children wash their hands after using the bathroom and before eating. The manager supports children to make healthy choices. For example, children enjoy taking turns to select fruit and vegetables from the attractive platter. They talk about being 'big and strong' with their friends. Children have a good understanding of what makes you healthy.
- Children access a wide range of learning environments. They freely choose from the table-top activities inside and enjoy using different outdoors spaces. For example, children have fun exploring in the forest school and play sports on the

field. They often invite staff to join their games. Staff are good role models and engage with children to support them as they take risks and develop their physical skills. Children show high levels of determination and develop new skills. They receive lots of positive praise for their efforts.

- Staff know children well and carefully consider ways to help the youngest children settle into the club. They gather information about children before they start and observe their interests, likes or dislikes. For instance, the manager runs gardening sessions with children who show particular interest. This helps children build relationships with their peers and supports their well-being. Children develop a good understanding of the wider world.
- Older children are kind and include the youngest children in their play. For example, they involve them in team games and reading stories together. Staff support children to talk about their feelings. Children understand how their actions may affect others. For instance, they listen to their friends when they have upset them. They independently show remorse and care. Children behave well.
- The manager works closely with staff to help raise the quality of the provision. She supports staff to extend their professional development. For example, staff complete childcare qualifications. This helps staff extend the learning experiences they offer children in their play. The staff are positive about the support they receive from the manager.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff deploy themselves well, inside the building and outside to ensure children are kept safe. For example, they stay near the gate to ensure it is secure when adults arrive to collect children from different parts of the school. The manager supports staff to keep their knowledge of safeguarding current, for example they discuss different scenarios. Staff have a good understanding of child protection and how to identify the signs that could suggest a child is at risk of harm, including issues such as female genital mutilation and radicalisation. They know where to report concerns about children's welfare.

Setting details

Unique reference number	EY439207
Local authority	Croydon
Inspection number	10288936
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	40
Number of children on roll	53
Name of registered person	Odewale, Stephanie Ophelia
Registered person unique reference number	RP515011
Telephone number	07469929311
Date of previous inspection	7 November 2017

Information about this early years setting

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. During some holidays the club is open from 9am to 3pm. There are five members of staff who hold a relevant qualification at level 2 or 3.

Information about this inspection

Inspector

Angela Colman

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 club.
- Children spoke to the inspector about activities they enjoy when they attend the club.
- Documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector observed the interactions between staff and children as they engaged with activities indoors and outdoors.
- The manager and the inspector held a learning walk and discussed the organisation and planning of activities.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- Parents shared their views of the club.

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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