

St Teresa's Child Care Club

St. Teresas Catholic Primary School, Stone Road, Trent Vale, Stoke-on-Trent, Staffordshire, ST4 6SP

Inspection date	16/10/2014
Previous inspection date	17/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a good balance of adult-led activities and child-initiated play opportunities. This enables children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are happy and make informed choices appropriate to their daily, individual needs.
- Children are comfortable and relaxed in this homely and friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing their emotional well-being.
- Children's safety and well-being is well managed through effective policies and procedures in place and the vigilance of staff, ensuring that these are implemented effectively. This helps to ensure that children remain safe and secure at all times.
- Partnerships and relationships with parents are strong. Parents highly value the level of care and attention their children receive and how this enhances their children's learning and well-being.

It is not yet outstanding because

- Opportunities to develop younger children's critical thinking skills are not fully maximised.
- There is scope to strengthen information sharing between school and club staff regarding children's learning to further support continuity for children between settings.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the hall, a classroom and the outside learning environment.
- The inspector discussed the range of activities available to the children with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and identified improvements.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the club's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

St Teresa's Child Care Club was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Teresa's R.C Primary School in the Trent Vale area of Stoke-on-Trent. The club serves the host school. It operates from the hall and annexe and has use of the school playgrounds and field for outdoor play. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 to level 5. The club opens Monday to Friday all year round. During term time, a breakfast club runs from 7.30am to 8.55am and after school provision is available from 3pm until 6pm. A holiday club is available during school holidays from 7.30am until 6pm. Children aged from three to 11 years attend the club for a variety of sessions. There are currently 79 children attending, 29 of whom are in the early years age group.

What the setting needs to do to improve further

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

- develop age-appropriate activities for the younger children, to further support the development of their critical thinking skills
- strengthen the existing good partnerships between the school and club, through more frequent information sharing regarding children's school and club targets, to enhance children's progress further still.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a range of interesting and challenging activities and opportunities, which support and extend all areas of their learning and development. Staff carry out weekly planning, which provides children with a good balance of adult-led activities and resources for free-choice activities. Children are encouraged to set their own targets to work towards, according to their interests or new skills they would like to develop. Staff actively support them in achieving these. A 'challenge table' is provided for older children to try out different spellings, appropriate to their school years. However, opportunities to develop younger children's critical thinking skills are not yet fully maximised. Children are able to make informed choices about participating in creative activities, using construction resources or playing imaginatively with a range of role-play resources. Children learn to play socially and cooperatively through using the wide range of additional games available. Older children involve the younger children in their games, which develops the skills of the younger children and reflects the caring philosophy of the club. A computer room is also available for the older children to complete their homework, supported by club staff.

Therefore, there is something on offer at all times, for all children, whatever their age and interests.

Staff provide focussed activities, which link in with topics being explored at school, further extending the children's learning and enabling them to share their knowledge from school. Children have good opportunities to develop skills for future learning as they access books and writing materials, and use everyday technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. Children's communication and language development is supported well through purposeful play and interactions and staff developing their thinking skills through open-ended questioning. Children have daily opportunities to initiate conversation and take account of what others say. For example, during breakfast or afternoon tea, story sessions and discussions during play are extremely successful in encouraging children to share their ideas and thoughts. Staff also gather the views of children in the group through consulting them about future activities or resources that they would like to have in the club. This ensures children are always motivated and fully involved in their play. As a result, the opportunities provided and the good level of staff's teaching and support, complements and enhances children's learning at school and their progress in areas of learning, such as literacy.

Friendly relationships and effective partnerships are in place between parents and staff. Parents say that they are very happy with the provision and feel it provides their children with a friendly, family atmosphere where they can play safely at the end of a busy school day. Many comment that their children benefit from the extensive space and wide range of activities available. Staff obtain initial information about children's interests from parents during the registration and settling-in process. Parents are informed and involved in their children's learning on a daily basis. Staff talk to parents about what their children have been doing while at the club and at home and share information or messages from school at the end of the session. A wealth of information is available when parents register with the club and on parent notice boards.

The contribution of the early years provision to the well-being of children

Children are comfortable and relaxed in this welcoming and homely club. They settle in smoothly, through the established settling in process, in place to support them when they first start to attend. This, alongside the initial information gained from parents about their likes and dislikes, enables their key person to provide activities they enjoy and to support their initial transition. As a result, children quickly develop secure relationships with staff who they are happy to share their day at school with, on arrival in the club. There are effective partnerships in place, between the club and teachers at the host school. In addition, some of the club staff are also employed in the school during the day and are therefore already known by the children. This means that children are emotionally well supported during transitions between the school, club and home. Therefore, children are happy and confident to engage in activities and conversations with others and to take full advantage of the many interesting opportunities available in the club.

The club provides children with good quality, age-appropriate resources, in a safe environment where children can independently explore, investigate and have fun. Staff

acknowledge that children need time to relax and spend time with their friends at the end of their school day. Therefore, they enable children to make independent choices about the activities they participate in, promoting their enjoyment in attending the club. Children learn to behave very well because staff are good role models, who promote kindness and respect towards one another. They establish 'club rules' together, which reinforce appropriate expectations that children aspire to achieve. In addition, staff have introduced an incentive called 'rainbow risers' where children aspire to be the highest flying girl or boy. Consequently, children are polite, well-mannered and develop positive friendships with others, enhancing their social skills and emotional well-being. Staff actively encourage children to develop their independence and to do things for themselves. As a result, they competently manage their own hygiene and put on their own coats for outdoor play.

Mealtimes are relaxed, social occasions where children sit together around the table to enjoy their food and each other's company. The menu provides children with a range of choices from a healthy variety of foods. In addition, fresh fruit is available throughout the sessions for children to freely select. Children have daily access to the school playground or field to support their developing understanding of how being active contributes to a healthy lifestyle. This helps to support children's physical development and also their personal, social and emotional development, as they negotiate rules and teams. Children learn how to keep themselves safe at the club through behaving appropriately indoors and participating in fire evacuations.

The effectiveness of the leadership and management of the early years provision

The manager has a good knowledge of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have been trained in safeguarding training and the designated safeguarding officer ensures that staff are kept updated regarding any changes to policies or requirements. This ensures that staff have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. There are a range of policies and procedures in place, which are shared and understood by all staff and parents. Thorough recruitment and induction procedures ensure that staff are suitable to work with the children and are fully aware of their roles and responsibilities. Staff complete daily safety checks of the premises and keep written risk assessments, which are regularly reviewed, to ensure all hazards are minimised. Appropriate action is taken if hazards are identified, ensuring that children are kept safe and accidents are kept to a minimum. The majority of staff are qualified in first aid, which helps to ensure that children receive the appropriate attention in the event of a medical emergency.

Leadership and management is good because the manager shows a strong commitment to improving the out-of-school club. She demonstrates enthusiasm for her role and this in turn has a very positive effect on other members of her team. At the last inspection by Ofsted, the nursery received several actions to improve. The management and staff have been highly proactive in addressing these actions. These include ensuring that Ofsted are notified of changes within the organisation, revising the safeguarding policy and procedures to include the use of mobile phones and cameras, and the supervision of staff.

As a result, the children's welfare is now assured. Staff demonstrate a good understanding of how children learn and develop, providing children with an interesting educational programme and an appropriate range of learning experiences, which include children's ideas and interests. The range of qualifications and working backgrounds of the staff provides a breadth of experience which benefits the children who attend. Regular staff supervision sessions and staff meetings enable staff to contribute ideas to further enhance the provision, and identify their own professional development needs. The staff team are enthusiastic and enjoy their work, resulting in children who are motivated and enjoy the time that they spend in the club. Self-evaluation is in place, which clearly identifies the setting's strengths and areas for development. Reflection on all areas of practice and the environment is ongoing. Staff observe how children use the different spaces and resources, actively seeking their opinions, and those of parents to develop the club. This ensures that the club is constantly evolving, to meet the changing needs of the children attending, and to accommodate new ideas.

Partnerships and relationships with parents are strong. Parents highly value the level of care and attention their children receive and how this enhances their learning and well-being. Many of the parents have used the club for a number of years, which demonstrates the high regard which they have for the club and their high levels of satisfaction with the staff and the facilities. Feedback from parents is sought through daily verbal contact and annual questionnaires. This contributes to the club's ongoing self-evaluation and development. For example, parents have suggested that opportunities should be provided for older children to do their homework at the club. This has been implemented and children are able use the school computer room, supervised by club staff. This demonstrates that parent's opinions are valued and acted upon. Effective partnerships have also been developed between the club and the host school. This enables information to be shared about children's welfare. There is scope, however, to strengthen the existing good partnerships between the school and club, through more frequent information sharing regarding children's school and club targets, to enhance children's individual progress further still.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	224699
Local authority	Stoke on Trent
Inspection number	963144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	79
Name of provider	St Theresa's Catholic Primary School Governing Body
Date of previous inspection	17/10/2013
Telephone number	01782 235005

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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