

G.F.I @Saint Edwards School

St. Edwards Catholic Primary School, Newhall Road, SWADLINCOTE, Derbyshire, DE11 0BD

Inspection date	02/12/2013
Previous inspection date	19/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy in the club because they have secure attachments with the staff and are familiar with the environment and routine.
- Children are developing confidence and self-esteem as the child-led planning allows them to freely express their likes and dislikes.
- Children are kept safe as robust procedures to assess and minimise risks are effectively executed.
- Staff have fostered good relationships with parents to ensure information is shared effectively between the club and home.

It is not yet good because

- Staff are not effectively monitored to enable weaknesses in practice to be identified effectively, which means that learning is not always fully supported.
- Some staff lack the skills to fully challenge children and encourage them to think critically; activities do not always take into account what children already know and can do. This supports satisfactory rather than good progress.
- Information sharing with the host school is not fully established to ensure that learning and development is fully complemented across settings for all children.
- Priorities and targeted plans for the development are unclear, which means the club is not fully supported to move forward.

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 the routine for the arrival of children at the club.
- The inspector observed activities inside the clubroom and in the outdoor area.
- The inspector spoke with staff, children and parents throughout the inspection and took written feedback from parents into consideration.
- The inspector viewed a range of documents including the policies and procedures of the club.

Inspector

Elaine Tomlinson

Full report

Information about the setting

G.F.I @ Saint Edwards School was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Edwards Catholic Primary School in Swadlincote, Derbyshire and is privately owned. The club serves the host school and is accessible to all children. It operates from a classroom, the school hall and adjoining facilities and there is an enclosed area available for outdoor play.

The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently a total of 36 children on roll, including five children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop teaching so that staff take into account and build upon what children already know and can do to ensure that activities are suitably challenging to support children in making good progress in their learning
- develop more focused communication between staff and the host school to provide a complementary approach towards children's learning and development needs so they receive consistency in their experiences across settings.

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

- fully incorporate an effective plan for the development and evaluation of the setting to ensure the continual improvement of the care and education of the children
- monitor staff performance effectively to identify and address weaker areas of practice to ensure children are fully supported in their learning.

Inspection judgements

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

The club has a friendly and relaxed atmosphere where children independently access a range of activities which cover the seven areas of learning. Child-led planning ensures that most children's interests are incorporated into the educational programmes and supports children to make choices, be imaginative and explore. In addition, children select activities from a 'choices book' to enhance what is already on offer each day. This means that, in general, children are occupied and enjoying their time at the club. Opportunities to enhance children's literacy and mathematical skills are promoted throughout the session. For example, children write a list of names to go into a hat, and mathematical concepts are explored through the use of construction toys. A well-resourced arts and crafts area enables children to explore a variety of materials and techniques. They experiment with colours and designs and use scissors and ask for additional resources confidently. This demonstrates that children are offered accessible and open-ended resources to satisfactorily support their exploration and imagination skills, which are suitable for their age ranges. A free-flow system into the outdoor area allows children to access a range of resources to encourage their physical development.

The staff have a flexible approach to learning. They have suitable teaching skills and a basic understanding of the ways in which children learn. Staff work hard to create an appropriate learning environment within the classrooms of the host school. They listen to the children and respond appropriately to ensure that most needs are met. For example, on request, a box and other equipment was added to the arts and crafts table. However, staff's knowledge and understanding of how to build upon what children already know and can do is variable. In addition, not all activities have sufficient challenge to fully engage and encourage the children to have a go for themselves. For example, when making Christmas decorations children are not encouraged to tie the string themselves. This means that the learning that takes place in school is not always complemented.

Parents are encouraged to contribute to their child's 'All about me' form when the children first start at the club and children complete a 'Knowing me, knowing you' form for staff to gain an understanding of the children's starting points. Ongoing information about children's development is shared verbally each day with parents who are kept informed of their child's progress. This also provides opportunities for parents to share information about their child's learning at home. Staff ensure any request to support children's learning in the club is addressed, for example, by providing an area for children to begin their homework.

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

Children attend the club happily and quickly settle in their play with their friends. They have developed close relationships with staff and each other and they are confident in their company. Children feel supported and valued as they openly indicate their likes, dislikes and needs, which the staff quickly act on. The child-led planning system further promotes children's confidence and self-esteem by allowing them the freedom to express themselves. A key person system is in place, which ensures that children are supported during their time at the club. This is complemented by a 'buddy' system to further support younger children when they first start. This also provides the opportunity for some older children to develop a sense of responsibility as they care for their buddy as they become

more familiar with the routine of the club. This fosters a secure and caring environment and encourages children to develop friendships across the age groups, which means children are emotionally well prepared for transitions within the school. Staff are good role models. They speak to the children with respect and are consistent with strategies and guidance with regards their expectations for behaviour. For example, children are encouraged to take turns to open the advent calendar, and subsequently, children are well behaved.

The robust routines of the club support the children to feel secure and promotes their well-being. Children attending the club meet in the school hall where they are enthusiastically greeted by the club staff. Older children are encouraged to arrive independently and younger children are brought in by an adult from the school. This provides an opportunity for staff from each setting to share any specific information about the child's day. The staff write these communications in a book, which is then shared with parents when they collect their child. The process strengthens partnership across settings and with parents and ensures children's welfare needs are well met. The children are provided with club hats and high visibility jackets, which keep them safe and they are developing an understanding of why they are wearing them. One child states that they wear them 'so that the ladies can quickly see where we are'. The children keep these jackets on until they are in the club room and do not remove them until the staff have secured the outdoor areas. This helps keep the children safe. Any potential risks are communicated effectively with the children. For example, the main school gate needed to be kept unlocked and children are given clear explanations of how the hazard is being managed, by being unable to go outside until the gate was locked. This means children are developing their own understanding of how to manage risk.

Snack time provides children with opportunities to cultivate independence appropriate for their age. The staff provide the children with a well-balanced range of foods and appropriate equipment to make their own snacks. Fruit is prepared by the staff and children serve themselves from the plate. Children learn about being healthy as they chat with the staff about healthy foods and discuss what being healthy means. The children develop self-care skills over time. Older children independently wash their hands and pour drinks for themselves and the youngest children are gently reminded about the importance of hand washing and are supported to do so.

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

Great care is taken each day to ensure that the children who attend the club are safe and secure as they play. Robust arrangements are in place to meet with the children after school and keep them safe until the club room and outdoor areas have been fully secured. Risks are effectively and quickly identified and minimised and good communication with other staff and children ensures that everyone is aware of any hazards. Therefore, children are kept safe. Children's welfare is promoted appropriately because all staff complete safeguarding training and are aware of the local safeguarding procedures and how to implement them. Recruitment procedures are appropriate and ensure that staff working with children are suitable to do so. Initial staff induction helps staff to become

familiar with the policies and procedures of the setting and training is updated to meet children's needs. For example, staff complete first-aid and safeguarding training. The management team have an evolving understanding of the learning and development requirements. Recent attendance on specific courses and working alongside the local authority to improve implementation has provided some firm foundations, which are now being built upon. Staff work in consultation with the children to ensure that educational programmes are mostly tailored to interest and cover the seven areas of learning.

The staff at the club are passionate about the club and want to move forwards. Self-evaluation has been completed in consultation with parents and children and the strengths and areas for improvement for the club have been recognised. However, priorities for development are unclear and there is no effective plan to enable continual improvement to happen effectively. Staff are provided with a system of ongoing appraisal and professional development, but there is a lack of understanding of effective strategies to make this a meaningful experience. Staff's practice is not effectively monitored to accurately identify key weaknesses in practice. As a result, there are inconsistencies in teaching and learning, which means some children's learning, is not fully supported.

The club has developed strong partnerships with parents who are, on the whole, happy with the club. Time is dedicated when children are collected for the two-way exchange of information and staff chat openly with parents. Additional information is shared on the parents' noticeboard. The policies and procedures, which are available for parents, have been sufficiently updated since the previous inspection and are available to view at any time. Staff are committed to work with parents to provide additional support as and when required. For example, when a child struggles to settle at the school breakfast club the staff worked with the parents to develop a star chart to use at home. The partnership with the host school has been developed since the last inspection. The staff have good relations with the school and information about what some children are learning is shared and enhanced within the club. There are, however, inconsistencies in the information gathered which means that, for some children, learning is not as successfully complemented across settings in order to support their good progress.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY379411
Local authority	Derbyshire
Inspection number	878794
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	36
Name of provider	Annette Mathews
Date of previous inspection	19/05/2010
Telephone number	01530273677

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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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