

# G.F.I @Saint Edwards School

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

<b>Inspection date</b>	27/11/2014
Previous inspection date	02/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are relaxed and friendly and children build good relationships with them. Children enjoy themselves, as they are happy and settle well at the club.
- Staff provide a varied range of activities, which take into account children's interests. Any specific support they provide complements the learning children receive at school.
- Staff effectively promote children's safety through well-established routines and all staff have a confident understanding of child protection issues and procedures.
- Staff gather and share useful information with parents, carers and the school, to ensure consistency of support for children's development.

### It is not yet outstanding because

- Staff's organisation of the art and craft resources does not maximise children's independence in selecting additional items to refine their artwork.
- Staff do not fully promote children's enjoyment when they are using the information and communication technology equipment, as they do not always support them in setting up a game of their choosing.

## 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 classroom and hall.
- The inspector discussed the activities with the manager.
- The inspector held meetings with the manager and the provider of the provision.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers, spoken to on the day, and from information included in the setting's own parent and carer survey.

## Inspector

Justine Ellaway

## Full report

### Information about the setting

GFI @ 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 operates from Saint 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 the hall and classrooms within the school and there is an enclosed area available for outdoor play. The club employs five members of childcare staff, three of whom hold an appropriate early years qualification at level 3. The club opens Monday to Friday, from 3.15pm until 6pm, during term time. Children attend for a variety of sessions. There are currently 22 children on roll, four of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- build on children's ability to select resources during art and craft activities so that their independence and enjoyment is maximised
- enhance children's enjoyment in using the information and communication technology equipment by supporting them to set up and use appropriate games of their choice.

## Inspection judgements

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

Staff provide a relaxed environment, which allows children to rest and unwind after the school day. Staff give careful consideration to the activities and resources available and base these on children's current interests. This includes the provision of regular art and craft activities, as well as linking to popular children's films. As a result, children thoroughly enjoy themselves at the club. They confidently express their enjoyment by explaining why they like coming to the club and what their favourite activities are. Staff organise the routines effectively, so that children know what is expected of them. This helps to develop children's independence, for example, they wash their hands before mealtimes and serve themselves their own food. Staff effectively promote children's social skills, as they encourage them to engage in discussions with others, ensuring mealtimes are a relaxed and enjoyable time. They encourage their conversations and talk to them about things they have been doing at home. Consequently, children develop the skills that they need for their future development.

To take into account what children have been learning at school during the day, staff

gather useful and detailed information from class teachers to complement their learning. When a child first starts at the club they also gather appropriate information from parents, carers and the school to establish whether children need any specific support. Staff regularly share a useful update on children's progress with all parties involved in their learning. If staff are aware of a need to support children with anything in particular, they link this carefully to children's favourite activities. For example, they help children to develop their counting skills through playing board games. This specific support also includes children who have special educational needs and/or disabilities. Staff work well with the school to establish how they are going to support individual children, based on their needs.

Staff encourage children to do things for themselves and only intervene where children need help or where they feel they would benefit from their suggestions. For example, a member of staff guides children in how to shake the glitter over their picture to stick to the parts they have glued. Children's artwork is valued by staff as they praise their creations, which boosts children's self-esteem. Children enjoy playing with computer consoles and often choose to do this during the session. Younger children are able to continue with a game that has been set up and they celebrate their achievements when they complete part of it. However, on occasion children's interest in playing other games is not effectively supported as staff are not always able to help them in setting up a different game of their choice. Children also play with resources, such as role play or small world toys, to develop their imagination. They play with sports equipment, such as balls, which they throw and catch or play football with to develop their co-ordination.

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

Staff promote a friendly and welcoming environment, which supports children's emotional well-being and helps children to feel included and comfortable. Staff build warm and trusting relationships with the children and have a good rapport with them. All staff have a laid back and relaxed manner, which children respond well to. As a result, children are calm, confident and enjoy their interaction with staff during the session. Each key person uses information that they gather from parents and carers about children's needs, likes and interests to help children to settle quickly. Parents and carers comment positively that this effective support also helps children to settle as they start at school. Staff work well with the school to support children to move from one setting to the other. Staff from the club visit the children in the classroom to introduce themselves. They make arrangements for school staff to accompany younger children on the walk from the school to the club. Staff greet the children as they arrive from school and encourage them to talk about what they have been doing. The children chatter enthusiastically about things they have been doing during the day.

Staff are good role models who speak positively to each other and the children. As a result, children behave well and develop friendships with others. Children of all ages play together well and older children often help a younger child with tasks. Staff praise children, which boosts their self-esteem and also recognises their good behaviour. Staff sensitively support children to recognise the feelings of others, for example, they encourage them to think about the impact of a comment they make. Children can access a

useful discussion tool if they feel they need support with any concerns. They write down their issues, such as a disagreement with another child, in the worry box. Staff review the information and help children to explore how they can resolve their concerns. Staff organise the environment well to promote children's enjoyment. They link the resources to children's current interests and spread these out so children can play comfortably. There is a catalogue of the toys so that children can ask for additional ones during their play. However, on occasion the organisation of the craft resources does not fully promote children's independence and creativity. The trolley is slightly disorganised and does not always contain a full range of easily accessible resources for children to use. This means, that on occasion, children have to ask and then wait for a member of staff to find something, disrupting the flow of the activity.

Staff deploy themselves effectively throughout the session so that children can enjoy their company at different activities. Staff also communicate well with each other to supervise children and give support where needed. Children demonstrate that they have a good understanding of how to stay safe. They are clear about the routines, for example, when they arrive in the main hall they put on a vest or hat to identify that they are at the club. They explain why they have to wear this and do not take it off until they are told to do so. Staff give appropriate reminders of why certain things are unsafe to support children's understanding of safe practice. For example, they explain to children what might happen if they do not sit on their chair properly. Staff effectively support children's understanding of being healthy. They talk to children about the healthy options within the menu and encourage them to eat a balance of foods. They do activities on food tasting, introducing different foods for children to try, to broaden their diet. Staff consistently remind children to wash their hands at appropriate times to support their understanding of good hygiene. Staff provide regular outdoor play so that children can enjoy fresh air and exercise. They also make effective use of the indoor space for children to play games and enjoy sports after their school day, such as playing football. These activities promote their physical development and they help children to understand the importance of leading a healthy and active lifestyle.

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

Staff demonstrate a good understanding of their role in safeguarding children, including child protection issues. All staff have a secure awareness of the signs and indicators of abuse and neglect and the procedures to follow if they have any concerns. There is a clear procedure to follow in the event of an allegation against a member of staff. There are effective procedures in place to establish the suitability of adults working with the children. Staff are very effective in managing the safety of children as they arrive at the club and then move to their designated classroom. There is a well-established routine that both staff and children follow. This includes checking and securing the entrances and exits before children remove their club vest or hat, so that they can easily identify the children attending. In addition, staff monitor the register throughout the session to ensure the numbers of children recorded is correct.

Three members of staff regularly work with the children and two of these have a

recognised early years qualification at level 3. There is a suitable induction process that ensures all staff, including new staff, are familiar with the routines of the session. Staff undertake relevant training, such as first aid, health and safety and safeguarding. Supervision of staff identifies where their performance is strong and where it needs improvement to identify appropriate support. As a result, staff are effective in supporting children's learning through play and promoting their safety and well-being. Staff understand the importance of monitoring and evaluation to bring about positive change. Since the last inspection, they have worked with the local authority to make changes to benefit the children who attend. For example, they have improved the ways in which they identify the support that children need and developed effective partnership working with school. They have regular discussions with children's teachers to gather and share useful information. This means that staff now have a good understanding of where to focus their support to provide consistent care for children.

Parents and carers express their positive views of the club. A recent survey also confirms their satisfaction. Parents and carers comment that staff are very friendly and approachable and state that they would trust them implicitly with their child. Staff display useful information on the notice board and provide a regular newsletter to keep parents and carers up-to-date with events in the club. This supports a consistent approach to children's care. Staff also send out information letters to advise parents and carers of what their plans are, including how they are addressing any feedback from previous inspections. This demonstrates that the staff value the relationship with the parents and carers. Staff have a very friendly relationship with parents and carers and also give useful verbal feedback when children are collected.

### **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

<b>Unique reference number</b>	EY379411
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	996365
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Annette Mathews
<b>Date of previous inspection</b>	02/12/2013
<b>Telephone number</b>	07966 590404

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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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