

# St Joseph's Nympsfield Out Of School Club



St. Josephs Catholic Primary School, Front Street, Nympsfield, Stonehouse,  
Gloucestershire, GL10 3TY

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 6 June 2018       |
| Previous inspection date | 18 September 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Good           | 2        |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- The manager and committee offer good guidance and support to staff. For example, staff have regular one-to-one supervision and team meetings to help them in their role. This helps staff evaluate and reflect on their practice well.
- Children take part in a range of interesting and stimulating activities. They talk enthusiastically about things they have enjoyed, such as slime workshops and circus skills.
- Staff are good role models who treat children with kindness and respect. Children behave very well and display good levels of confidence and self-esteem.
- Parents are very complimentary about the service that staff provide. They value the care their children receive and feel that staff meet the needs of all children well. Parents comment that children have so much fun they often do not want to leave.
- Committee members and staff regularly reflect on the quality of the service and actively seek the views of school staff, parents and children to help plan improvements.

### It is not yet outstanding because:

- Despite the good relationships that staff have built with the host school, they are not fully successful in seeking consistent information from school staff about all children's learning, and miss opportunities to plan activities to complement their day at school.
- Staff miss some opportunities to involve children in everyday care routines and are not consistent in promoting the healthy food options that are available to children.

## What the setting needs to do to improve further

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

- strengthen systems to share information continuously with the school that children attend, to promote complementary learning experiences for all children
- extend the opportunities for children to try a wider variety of healthy foods, and develop their self-care and physical skills.

### Inspection activities

- The inspector held discussions with the manager and chairperson at appropriate times during the inspection.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records, and checked the suitability of committee members and staff to work with children.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the setting's self-evaluation.

### Inspector

Dominique Allotey

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Staff have a good knowledge of their roles and responsibilities to protect children from harm and safeguard their welfare. They understand what they must do if they have concerns about a child in their care. Joint safeguarding procedures with the host school help to ensure further consistency in promoting children's safety and welfare. The club is well managed by the committee and leadership is strong. They set themselves ambitious goals and show a strong commitment to enhancing the club continually. Staff attend training that helps them develop skills for their roles, including mandatory training, such as first aid. Overall, staff work well with other professionals to ensure individual children who require personalised support receive this to help build continuity of care.

### **Quality of teaching, learning and assessment is good**

Staff observe children and use this knowledge along with their interests to deliver activities and experiences that motivate and inspire them. For example, children get messy and play imaginatively in the kitchen with leaves, mud and water. Staff are responsive to children's individual personalities and interests. They like to challenge them by introducing children to new things they may not have had experience of before. For example, children learn about other cultures different to their own and 'have a go' at African drumming. Staff engage well with children during play. For example, while playing giant dominos, staff listen to children's suggestions and ideas, and encourage them to think deeply and problem solve. Staff make good use of activities to extend children's literacy and creative skills. For example, children enjoy reading books outdoors and make faces on biscuits they have iced.

### **Personal development, behaviour and welfare are good**

Staff make good use of daily opportunities to keep parents up to date about their child's time at the club and effectively pass on any messages from the school. Children socialise well, and collaborate and work together on tasks. For example, during group games, they wait patiently, take turns and respect others' ideas and opinions. Older children support younger children well. Children demonstrate an awareness of keeping themselves safe and stay within the boundaries staff have set for them. For example, they know how to climb trees with care to minimise the chance of injury. Children have independence in what they play with both indoors and outdoors. Children enjoy daily physical challenge and opportunities to play outdoors. For example, they practise their balance and gross-motor skills as they use ride-on cars.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 101856  |
| <b>Local authority</b>                           | Gloucestershire   |
| <b>Inspection number</b>                         | 1070029   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 4 - 8   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 24  |
| <b>Name of registered person</b>                 | St Joseph's Out of School Club Committee  |
| <b>Registered person unique reference number</b> | RP519841  |
| <b>Date of previous inspection</b>               | 18 September 2014   |
| <b>Telephone number</b>                          | 01453 519778  |

St Joseph's Nympsfield Out of School Club registered in 2001. It operates from St. Joseph's Catholic School in the village of Nympsfield, near Stroud, in Gloucestershire. The club opens each weekday during term time, from 7.45am to 8.45am and from 3.15pm to 6pm. There are four staff working with children, three of whom hold a relevant childcare qualification at level 3.

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