

Inspection of St Joseph's Nympsfield Out Of School Club

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

Inspection date:

24 April 2024

**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

Staff safely escort children to the club at the end of their school day. Children eagerly greet them as they enter this happy, friendly club. As they put away belongings and line up for snack, they converse with peers and staff about their day at school. Children behave very well. Staff are genuine in their interactions with children. They value children's views, ideas, and opinions and enjoy spending time with them. Staff seek out quieter children and check they are happy. They engage them in conversation about their family and friends and talk about special days and events in the village. Staff ensure the emotional security and well-being of children exceptionally well.

Children benefit from a well-organised outside area and ample opportunity to develop their physical skills. They relish being outdoors and enjoy the array of activities on offer. This helps to support their physical development and builds on their social skills successfully. For example, children climb up, and onto, giant tractor tyres. They sit and converse in the sunshine and share with the inspector what they like about the club, 'If you are sad, they will support you. Like if I felt sad, they would give me a hug and check I am ok.'

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

- Children enjoy well-planned activities that follow their learning at the host school, for example growth and life cycles. Children have observed chicks hatching, grown vegetables, and planted sunflowers. They work with staff and estimate how tall the sunflowers will grow. Staff support this well. They extend children's understanding by providing rulers to allow children to visualise how big the plant could grow. Children are highly motivated in their own learning as they contemplate who will achieve the tallest and widest plant.
- Staff work well together and evaluate their practice during regular conversations. The manager and those in a position of governance ensure staff well-being. Staff receive regular feedback on their practice. The manager ensures staff have access to training to enhance their professional development. Recruitment and induction procedures are robust to ensure the suitability of those who work with children.
- Children widen their friendship groups through meaningful play. Staff focus on making sure the children are playing and having fun while learning new things. For example, older and younger children play in the mud kitchen. They pretend to make soup, stirring the mud, 'It's a chocolate dessert soup', then they pretend to lay the table. As they scoop out the earth, staff notice a centipede and call to the children to come and look. Children cluster around to look at it closely and comment on what they see.

- Older and younger children form strong attachments through an effective buddy system. Older children are kind and supportive to younger children. For example, reminding them about the rules, 'Don't forget you have to finish what you are eating before you leave the table.' Mealtimes are sociable and children remember to say please and thank you to each other and staff. Children receive healthy, nutritious food during snack time and comment on how 'delicious' it is.
- There are strong partnerships between the staff and the host school. This provides the children and families with continuity of care. Children with special educational needs and/or disabilities have often transitioned from pre-school into the school and out-of-school club. The key person works closely with parents, the host school, and other agencies, following guidance and advice to meet children's needs.
- Staff build positive relationships with parents and carers. Parents speak enthusiastically about the club and what it offers to children. They comment that children often want to stay longer and play with friends and staff. Staff seek the views of the children and parents to help plan improvements and gather ideas for activities in the future.
- The manager and staff are passionate about supporting the community, children, and families. For example, the manager regularly distributes food from a local charity to families and the local community. Children learn to share what they have. Children learn about the wider world through the celebration of different cultures and traditions. For example, they painted eggs to learn about the Polish tradition of 'Pisanki'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	101856
Local authority	Gloucestershire
Inspection number	10335137
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	3 to 11
Total number of places	27
Number of children on roll	147
Name of registered person	St Joseph's Nympsfield Out of School Club Committee
Registered person unique reference number	RP519841
Telephone number	01453519778
Date of previous inspection	6 June 2018

Information about this early years setting

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 3pm to 6pm. There are five staff working with children, three of whom hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gwyneth Keen

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 leaders and has taken that into account in her evaluation of the provider.
- The inspector observed staff interactions with children in a range of play activities, both indoors and outdoors.
- The inspector met with the leadership team to discuss how the provision is organised.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Parents shared their views of the club with the inspector.
- The inspector reviewed documentation, including the suitability of staff and paediatric first-aid certificates.

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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