

Inspection of St James Primary Breakfast and Afterschool Club

St. James C of E Primary School, Vicarage Road, HEREFORD HR1 2QN

Inspection date:

5 July 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 organise the environment well. Children independently access a wide range of high quality toys and resources to support their play. They form secure relationships with the kind and caring staff who know them well. Children arrive at the club happy and eager to join their friends. They behave extremely well and understand the club's rules and routines because staff gently remind them why the rules are in place. Children display good hygiene practice. Staff provide them with a choice of coloured miniature soaps. Children are independent and line up to wash their hands before snack time. Staff closely supervise them and remind children the importance of lathering the soap to make sure they remove any germs from their hands.

Staff thoughtfully plan a wide range of play activities aligned with children's individual needs and learning goals from school. For example, staff provide children with resources to make dream catchers because children recently told them they were having bad dreams. Children are keen to engage and enthusiastically weave thread, feathers, and beads inside a hoop to create their bespoke dream catcher. They are eager to take them home to test if it will help with their sleep. Young children develop good hand-to-eye coordination. They carefully mix shaving foam and sand together to create 'cement'. Children follow staff's instructions and skilfully spread the mixture onto the tiny bricks to join them together. Staff offer lots of encouragement and praise for their achievements.

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

- Partnerships with the host school are excellent. Most of the club's enthusiastic staff, including the manager work within the school on a daily basis. This means they already know children and their families very well and have a good understanding of how their day has been, before they even arrive at the club. Staff consistently follow the school's ethos and behavioural approaches during club time, to ensure they provide a fully consistent and complementary approach to children's care and ongoing development.
- Children with special educational needs and/or disabilities (SEND) are supported very well. Staff work closely with class teachers and support staff to gather information about children's care and learning needs and ensure children's individual plans are incorporated into the club routines. This consistent and inclusive approach supports children with SEND to fully engage in the activities staff provide for them.
- Staff place a strong focus on supporting children's emotional well-being. They encourage children to share how they feel and support them with ideas to best manage their feelings. For example, staff remind children to tell them if they are

feeling angry or sad and not to hurt or upset their friends. They encourage children to take part in calming activities, such as colouring, to support their ability to self-regulate and effectively manage their emotions.

- Staff provide children with a healthy and nutritious snacks during their time at the club. They make sure this is adequate but not too much to spoil their evening meal at home, with their family. For example, a small sandwich with cucumber, tomatoes or a selection of fruit. Children are encouraged to keep themselves hydrated and independently access a water station to fill up their cups and water bottles.
- Children have regular opportunities for fresh air and exercise. They choose if and when they would like to go outside to play independently or in groups. Staff support children to develop good social skills and work as a team. They encourage them to play group games, such as football.
- The provider, who is also the manager of the club is dedicated to her role. She demonstrates a thorough knowledge of best practice and is continuously working on ways to improve the club for the children and families that attend. She works alongside her staff team on a daily basis and supports them to attend training to further their already good knowledge and skills.
- Relationships with parents are good. Staff make themselves available at drop off and collection times to speak with parents about children's experiences both at home, school and at the club. This helps staff to get to know children so well. Parents speak highly of the service the club provides. They report that their children are always happy to attend and have lots of fun taking part in the fun activities staff provide.

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	EY358951
Local authority	Herefordshire
Inspection number	10352910
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	4 to 11
Total number of places	40
Number of children on roll	100
Name of registered person	Vandenakker, Kesiah
Registered person unique reference number	RP516762
Telephone number	01432 273961
Date of previous inspection	15 November 2018

Information about this early years setting

St James Primary Breakfast and Afterschool Club registered in 2007. It operates from St James Primary School in Hereford. The club employs seven childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two staff hold a relevant qualification at level 6. The club opens from Monday to Friday during school terms. Sessions are from 7.45am to 8.45am and from 3.15pm to 6pm.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the manager who is also the nominated individual about the leadership and management of the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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