



## **CJ's PLAYCARE (METHODIST)**

Inspection report for early years provision

**Unique Reference Number** 322106

**Inspection date** 30 August 2006

**Inspector** June Rice

**Setting Address** CJ's Playcare (Methodist), The Methodist Junior and Infant School, Field Lane, Thornes, WF2 7RU

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**Registered person** James Christopher Jones

**Type of inspection** Childcare

**Type of care** Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

CJ's Playcare has been registered since 1994 and is part of a chain of childcare provision, which provides care for children from three to eight years in pre-school, before and after school and holiday care. It is based within the Methodist Junior and Infant school situated in Thornes, near Wakefield.

The provision is registered for a maximum of 40 children at any one time, aged between three and eight years. Children attend for a variety of sessions. There are currently 107 children on roll and the setting supports children with learning difficulties or disabilities.

The before and after school club is open each weekday from 08.00 to 09.00 and 15.30 to 18.00 during school term time and from 08.00 to 18.00 during school holidays. The pre-school is open each weekday from 09.30 to 11.30 and 13.00 to 15.30 term time only. The provision offers a variety of sessions to children attending the school and nursery. Children have access to a secure enclosed outdoor play area.

There is a pool of staff available to ensure minimum adult-child ratios are maintained. All staff have, or are working towards a recognised qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because the staff follow good health and hygiene practices. For example, they ensure premises, toys and equipment are checked daily to ensure they are clean. Children are very independent in their personal care and understand the need to wash their hands before eating and after using the toilet. For example, when asked why they have to wash their hands, they clearly reply, 'to stop germs going into our belly with our food', 'germs make us poorly'. Staff are vigilant and follow environmental health guidelines that include not reheating meat products supplied in packed lunches.

Children's dietary needs are met well. They benefit from a good exchange of information about their health and nutrition needs. For example, parents are asked about allergies and provided with information about healthy options for lunchboxes and asked to provide ice packs. Children are able to request drinks anytime and they enjoy a snack of fruit or biscuits. Children initiate general conversation about what they are eating at lunchtime and go on to discuss what is healthy. For example, 'I'm healthy, I'm eating fruit'. Children benefit from activities to develop their physical skills and enjoyment of exercise. They enjoy easy access to the outside play area, are very energetic and eagerly participate in physical exercise. They say, 'I love to play outside', 'my favourite games are tag and tennis'. They rest when they are tired, stopping to sit down saying, 'phew, I'm tired, out of breath'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are kept safe in a warm and secure environment, which is clean and well maintained. They are relaxed, feel safe and secure. Security is given high priority and staff are vigilant about monitoring access to the building, only allowing authorised adults to collect children. Children are offered a satisfactory range of resources and equipment that are safe, suitable, purposeful and checked daily for safety. Children freely move around the play area to access a satisfactory range of resources and they enjoy independently choosing their own activities. Staff supervise children's play well and this ensures that they use the toys and equipment safely and with respect.

For example, children make a tent and with the support of staff make sure it is a sturdy construction without any hazards. They are reminded to look out for others when racing with bikes outside.

Children's risk of injury is reduced because staff check the play area before children arrive to ensure it is suitable to use. However, not all children practise the emergency evacuation. Therefore, children are not learning to understand the need to evacuate quickly in an emergency and this puts children at risk. Children are kept safe from harm because staff demonstrate a confident approach to child protection. They have a satisfactory understanding of child protection and the procedures to be followed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting and they are sociable, confident and happy. They have positive relationships with each other and with staff. They show a good level of awareness, are motivated and interested in what they choose to do. Children are encouraged to make decisions and think for themselves. They regularly initiate their own activities from the range on offer and also enjoy small group activities. Children interact well with staff who support them well. They approach staff easily and ask them questions. For example, playing with a tennis ball they ask, 'what is this made of?' and 'will you play tennis with me?'. Children enjoy role play and are encouraged to use their imagination. They make a large bus to go for a 'picnic' and take their 'pup pup for a walk'.

Children are very interested in the activities on offer and demonstrate a sense of pride in their own achievements. They are very proud of their work and enjoy showing others their creations of the day which include colourful paintings, drawings and 3-D pictures. Children are confident and listen carefully when asked questions. They say they enjoy attending, 'love playing outside' and 'like to play tennis and football'. Children are happy, they sing, laugh and smile a lot as they play on their own or with friends.

### **Helping children make a positive contribution**

The provision is good.

Staff give lots of praise, support and encouragement that helps children develop confidence and good self-esteem. Children's behaviour is very good. They listen well to staff who are very good role models and build strong relationships with them. Children are able to distinguish between right and wrong. For example, they are fully included in developing ground rules for the setting and include statements, such as, 'be nice to each other', 'no thumping' and 'must use equipment properly'. Children relate well to each other and are happy to become involved in both group and individual play. They make strong relationships with individuals and share experiences. They are very polite, courteous and show respect for one another. For example, children invite each other to play football and race each other on foot and with bikes.

Staff display a positive attitude towards equal opportunities. All children are included in the setting and there are good systems in place to support children with learning difficulties or disabilities. Children are learning to be aware of the needs of others and demonstrate a good level of patience with children who are learning to share and take turns. For example, when toys are taken off them, they listen carefully to the explanation given by staff and accept that others did not upset them intentionally. A clear equal opportunities policy supports the setting's practice. Children's needs are discussed with parents and all children are valued, respected and welcome in the setting. There are good partnerships with parents, and effective communication ensures the individual needs of the children are met. Staff spend time talking to parents and they ensure relevant information is exchanged verbally on a daily basis and through newsletters.

## **Organisation**

The organisation is satisfactory.

Children benefit from a satisfactorily organised environment that is welcoming to children. For example, the deployment of staff and organisation of space and activities promote children's independence and choice well. Children initiate their own play and are able to access toys and resources safely as they move around the play area. Children benefit from the support of staff who are sufficiently motivated and work well as a team to ensure children are suitably occupied. However, a more formal approach to planning would increase children's enjoyment and personal development.

There are appropriate procedures in place for appointing staff, and the provider ensures thorough vetting and recruitment procedures take place. Effective implementation of policies and procedures contribute to children's welfare, care, learning and enjoyment. Staff have a commitment to continual improvement. For example, they attend workshops to update their knowledge and understanding of working with children who have learning difficulties or disabilities.

Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The provider was asked to expand the range of positive images and review policies and procedures. The provider continues to review the policies and procedures and increase the range of toys and activities. This ensures that sufficient information is provided to parents and children's positive attitude towards diversity is sufficiently promoted.

## **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a system that ensures children new to the setting, are provided the opportunity to become familiar with the emergency evacuation and understand the reasons for evacuating the building quickly
- introduce a more formal approach to planning to further enhance children's enjoyment and personal development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)