

Jules Et Lis

Inspection report for early years provision

Unique Reference Number	EY279241
Inspection date	20 February 2008
Inspector	Greg Wolff
Setting Address	Drake Community Centre. Drake Road, Chafford Hundred, Grays, Essex, RM16 6RS
Telephone number	07946 642915
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Registered person	Nicola Emma Vanner
Type of inspection	Childcare
Type of 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.

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?

Jules et Lis was registered in 2004. It is based in the Drake Community Centre in Chafford Hundred. It operates from a base room and has access to the main hall, toilet and kitchen facilities in the Centre.

The club uses the playground at the nearby school for outside play.

The club caters for children attending local schools.

The club opens five days a week during school term times. Sessions are from 3.15pm until 6.15pm.

Seven full-time staff work with the children at the club, most of whom have appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well-protected because practitioners employ comprehensive health and hygiene policies and procedures. Toilet facilities are kept very clean and pleasant for children to use. Staff set a good example to children by cleaning tables thoroughly, by involving children in food preparation and clearing away and involving children in discussions about healthy eating. They help children to learn and practise simple good health and hygiene procedures for themselves by reminding them, when necessary, to wash their hands before snack time and after using the toilet.

Children's good health is further promoted as they are excluded from the setting if they are unwell, particularly with an infectious illness. Should a child become sick whilst at the group, parents will be notified and they will be monitored and cared for sensitively until their parent arrives to collect them. Practitioners are all trained in first aid and are confident in their ability to deal with minor accidents and medical emergencies should they occur.

Children learn to understand about healthy eating. The new menu, a copy of which is posted on the noticeboard, includes hot and cold foods such as pasta, pitta bread and dips and spaghetti bolognaise. Snacks are planned by staff with careful consideration given to fat, sugar and salt content and in consultation with the children. Staff have respect for, and a good understanding of, children's special dietary requirements. Children sit together with practitioners to eat and snack times are seen as relaxed, social times where children engage in lively conversations and learn more about healthy options.

Children have excellent opportunities for physical activity, particularly in the large sports hall and the grounds of the local school. They enjoy the playground most days where they can develop skills such as climbing, balancing, running and riding wheeled toys. They play outside whenever the weather permits, learning to appreciate the importance of physical exercise and maintaining a healthy lifestyle. They take part in team games, developing the art of sportsmanship as children of mixed ages and genders play dodge ball together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a large room with a smaller side room and sports hall in a community centre. The premises are very safe and secure, tidy, clean and welcoming to children and visitors alike. Children's work is attractively displayed around the base room and its side room, both of which are well organised to enable children to move around safely and independently and to promote their development. Children feel valued as they all receive warm, personal greetings from staff as they arrive from various classes or groups within the local school.

There is a large range of safe and well-maintained furniture, equipment and toys that meets the varying needs of the children attending. Children benefit from using toys and games that promote their intellectual, social, emotional, cultural and physical development. Resources are in abundance and are stored accessibly so that children can select what they want to do. Furniture is of good quality to ensure that children are comfortable and can play and eat together.

Practitioners take positive steps to promote safety within the setting and outside, ensuring that proper precautions are taken to prevent accidents. Daily written risk assessments are carried out routinely before children arrive each day to ensure that any potential hazards are identified and minimised. However, some plug sockets and hot radiators are currently accessible to them. Children know, or are shown, how to use equipment safely. For example, they know not to move around whilst holding scissors. Children's awareness of how to keep themselves safe is promoted because practitioners follow detailed policies and procedures related to safety issues, for example, fire safety, lost and uncollected children and site security. In addition, staff talk to children appropriately about how to take care of their own safety, both day-to-day and in the event of an emergency.

Children's welfare is well safeguarded because practitioners are knowledgeable in all areas of child protection. They have a thorough appreciation of their roles and responsibilities in this regard and are able to put appropriate procedures into place as necessary. Contact details for the Local Safeguarding Children Board and the setting's Child Protection policy are posted on the noticeboard to ensure that parents are made aware of the registered person's responsibilities to their children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The development of children's emotional, physical, social and intellectual capabilities is promoted extremely effectively in this setting because children take part in a very broad range of activities. Staff meet children's needs through sensitive and highly appropriate interactions which promote children's self-esteem. For example, children receive lots of praise and encouragement for their efforts and achievements, helping them to feel good about themselves, for example as they decorate eggs in preparation for Easter. Children have very many opportunities to make choices when developing their knowledge, skills and understanding. They choose the activities they take part in and decide which snack to have from the range available each evening. Children's care, learning and play is very well supported by staff who know each child extremely well and can therefore, provide for their individual needs.

Children build extremely positive relationships with one another and with members of staff. Having finished their snack, children asked and were given permission to leave the table and continue their play. Children from a range of ages mix together extremely successfully and effectively. The older children like to help the younger ones and actively support them in their play. For example, when using the electronic game, an older helped a younger one to set it up and start the game.

The setting submits children's work for publication in a book put together by a nationwide range of out of school clubs. A number of the pieces of work were chosen for inclusion in the last edition and children are working very hard with staff to have further work included in the next book. The book is available for visitors to the setting to see on the excellent and informative parents table in the foyer of the building.

Children remain extremely motivated and very interested in what they are doing because they make their own choices. They are happy, very confident and secure as they enjoy their time in this setting. A number of children cry when their parents turn up early to collect them. Children clearly look forward to attending this very warm and friendly environment. All children are actively listened to and their thoughts and ideas highly valued.

Helping children make a positive contribution

The provision is good.

All children feel highly valued and free from discrimination as staff actively promote equality of opportunity and anti-discriminatory practice for all children. Children benefit because staff recognise that children's attitudes towards others are established in their early years and plan to help children to learn about equality and justice through their play. Children become aware of the wider society and are helped to consider and value diversity because some of the games and activities have a multi-cultural emphasis. Family members and staff work effectively together to share information, for example, about cultures, home languages and children's specific needs. The setting celebrates various cultural festivals, for example, decorating eggs in readiness for Easter. Children join in very well, take responsibility and play a productive part in this setting because staff are skilled at welcoming, enthusing and listening to them. Children are encouraged to share, remember their manners, respect others and ask for help should they require it.

Children are very kind and courteous and consider the needs and feelings of others as they include them in their play. Group times such as snack times, are sociable and help children to bond with each other as staff are talkative and inclusive. Practitioners' positive approach and attitudes allow them to successfully support children individually and in small groups, so that they have a good amount of free choice. The newly instigated key worker system further extends the knowledge that staff have about the children. All these measures help to develop children's high self-esteem and strong sense of belonging. Very strong systems are in place to support children with additional needs. Practitioners are strongly committed to full inclusion and are enthusiastic in creating an atmosphere of mutual help and understanding amongst the whole group.

Children benefit greatly as staff acknowledge and understand that the relationships between themselves and children's parents is crucial to the child's well-being, development and progress. Trusting and mutually supportive relationships exist, ensuring that children receive consistency of care. Practitioners are friendly, approachable and interested, making time to speak to parents, particularly at home time. Parents express high levels of satisfaction with the service provided, particularly the variety of activities and the friendly and professional staff. Parents and staff exchange useful information about children's time in the setting particularly through the successful parents committee that has been set up.

Children are able to share, take turns, treat resources well and speak nicely to everyone. Practitioners also speak routinely positively and politely to children and always address them by name. Children behave extremely well and understand responsible behaviour because staff are motivated, vigilant and interested in teaching children to behave well and to consider others. Practitioners praise children enthusiastically when they adopt good manners and help others.

Organisation

The organisation is good.

Children are well protected and cared for by staff with good experience and an ever-growing knowledge and understanding of child development. All staff working with the children are suitably vetted to ensure they are suitable to do so and undergo an induction period. Staff development is given high priority in this setting and there are many opportunities for further training courses and workshops for practitioners. Staff to child ratios are always maintained and practitioners use their time productively, getting involved in children's play. They spend

as much time as possible in direct contact with children, enhancing children's enjoyment through meaningful conversation and example.

All necessary documentation is in place and is well organised and stored with confidentiality in mind. Policies and procedures are regularly reviewed and amended as necessary so that they continue to serve their purpose well. The provider takes care to elicit frequent feedback from both children and parents.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, the registered provider agreed to develop a policy for dealing with bullying and to ensure a visitors book is made available. A new bullying policy is now in place as an annexe to the behaviour management policy and a visitors book is made available on the table in the foyer. All visitors are asked to sign both in and out of the setting. In these ways, children are safeguarded whilst present at the setting.

The registered provider also agreed to obtain written parental consent for seeking emergency medical advice or treatment if required. This consent, along with all others required, has now been obtained for every child, ensuring that they can be cared for appropriately in case of accidents or emergencies.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- reduce potential hazards on the premises regarding access to plug sockets and the temperature of radiators.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk