

JasZ Club

Inspection report for early years provision

Unique Reference Number	EY360414
Inspection date	14 July 2008
Inspector	Bridget Richardson
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

JasZ Club opened in 2007 and operates from the primary school in Partridge Green, West Sussex. A maximum of 20 children may attend at any one time. The out of school club is open each weekday from 15.15 to 18.00 term time only. All children share access to an outdoor play area.

There are currently 36 children aged from four to under eight years on roll. Children attend from the primary school and the local community. The out of school club supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The out of school club employs six staff. Of these, two staff including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment where they follow suitable hygiene practices. For example, liquid soap and paper towels are accessible to them for hand washing, which is encouraged before and after snack and after using the toilet. Children who are infectious do not attend which helps prevent the spread of contagious diseases.

A staff member is always present that holds a first aid certificate. This means they can give appropriate care if there is an accident. Systems are in place for the administration of medication that ensures children receive the correct dosage according to their needs.

Children receive a range of healthy snacks including bread and fruit encouraging them to develop healthy eating practices. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Fresh drinking water is available at all times and children help themselves. This encourages children to think about their personal needs. Children enjoy regular physical activities that help keep them in good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from an organised environment. This allows them to move around and play freely. They are familiar in their environment and are confident to ask for what they want. Toys and resources are generally easily accessible to children and they choose what they wish to do.

The setting completes a written risk assessment annually and daily visual risk assessments help to minimise hazards to children. However, gates in the outdoor play area are left open. This means children could leave the area unsupervised. Regular fire drills are held and recorded to help ensure children and staff are clear on the procedures to follow in the event of an emergency. Hazards in the indoor area have been minimised suitably to ensure children can move around freely and safely. Staff encourage children to take responsibility for their own safety and encourage them to tidy up after themselves to ensure the area used by children is appropriate.

Staff have a suitable understanding of child protection issues. This helps to promote and safeguard children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are able to play cooperatively and seek support from each other. Older children happily support younger children to achieve and play happily alongside each other. For example, children completing a craft activity are able to support and help each other to achieve, talking with each other about what and how they could complete their craftwork to gain the end result that they were looking for. They talked with each other about what they were creating and enjoyed each other's company.

Children are confident to go to staff for support, indicating good, trusting relationships are in place. Children completing an activity needed support and guidance from staff who readily

gave it; reading the instructions with the children, talking about how they could follow the instructions and following the children's lead, when the roles were reversed the children started to read the instructions. Staff were able to follow this lead and the instruction given, and praised the way in which the instructions were read promoting children's confidence and self-esteem.

Children confidently arrive at the setting and talk about their day. Staff confidently follow the children's lead and ask open questions so as to encourage children to share more about their day. For example, children were all dressed up in different sports clothes. Staff talked with the children about why they had chosen to dress in the particular sports wear and why. Children thoroughly enjoyed the attention from staff, which helped to promote their self worth.

Helping children make a positive contribution

The provision is satisfactory.

Staff adapt activities to ensure inclusion for all children attending. They ensure that all the children are supported so they can achieve to their full potential and adapt activities to meet each child's individual needs. The setting organises activities to give children opportunities to understand and appreciate other cultures and celebrate a range of festivals. This helps children to develop a positive attitude towards diversity. The provision for children and adults with physical disabilities is suitable. Staff gather all relevant information about children before they attend to ensure their individual needs are met.

Children's behaviour is generally good and they play well together. Children with support from the staff have set their own ground rules on how they should behave whilst at the setting and staff confidently refer children back to their rules when discussing with them why they cannot behave in a certain way. Staff praise and encourage positive behaviour with children at all times, promoting children's confidence and self-esteem.

Relationships with parents are friendly and supportive. They are provided with relevant information about their child by the staff who welcome parents in the setting. Clear records are maintained and shared with parents as required.

Organisation

The organisation is satisfactory.

A relevant number of staff working with children hold a suitable qualification for their role. They work well as a team and have regular team meetings to discuss relevant issues regarding the after school club and to plan a range of activities to meet the need of the children for the following term. All documentation required for the safe and effective management of the setting needs updating and organising to promote the welfare of children. For example, they are currently in the process of reviewing, updating and implementing the recruitment and appraisal procedures and are aware of their importance. Policies and procedures need organising to ensure that they are up to date, and readily and easily accessible at all times. A clear register of children's attendance is maintained, however, a clear register of when staff are present is not in place. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. 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 the outdoor play area to ensure risks are minimised so that children are unable to leave the premises unsupervised
- develop the attendance register to clearly show when staff are present
- develop the organisation of policies and procedures that promote the effective day to day running of the setting.

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