

Jellybeans Out of School Club

Inspection report for early years provision

Unique reference number	EY376073
Inspection date	20/01/2009
Inspector	Rosemary Killackey
Setting address	Holy Trinity C E Primary School, Victoria Street, LITTLEBOROUGH, Lancashire, OL15 9DB
Telephone number	0750 2084 444
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Jellybeans Out Of School Club was registered in 2008. It operates from a designated classroom and main school hall within Holy Trinity C. E. Primary School in Littleborough. All children have access to secure outdoor play areas. A maximum of 24 children aged from three to under eight years may attend at any one time. The club also provides care for children over eight years of age and there are currently 50 children on roll.

The club is open each weekday from 07.30 to 08.50 and 15.30 to 17.45 during term time. The club provides care for children who attend Holy Trinity Primary School although children from other local schools may attend. The club is managed by an independent provider. There are five members of staff currently employed; two of whom hold an appropriate qualification, another member of staff is currently working towards a qualification.

The club is registered on the Early Years Register and it is also registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in an inclusive setting where they are valued, respected and have their individual needs met. Staff know them well and provide a safe and stimulating environment in which a good balance of child-initiated and adult-led activities promote children's learning. Effective policies and procedures ensure the safety and welfare of the children attending the club. The sound partnerships with parents and others ensure that everyone works together to support children effectively. The club's capacity to improve is sound, they have a clear understanding of their strengths and areas for development. They use effective systems to monitor and develop the provision successfully.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the frequency of fire evacuation drills so all children are familiar with how to respond in an emergency
- reflect more widely on the care and education within the setting in order to develop a system for self evaluation and bring about continuous improvement
- develop systems with regards to observations and assessments in order to plan for children's next steps in learning and continue to develop the key worker system
- make the setting's policies and procedures more readily available to parents.

The leadership and management of the early years provision

Staff are committed to ensuring that children enjoy the time they spend in the out of school club. As a result, children make satisfactory progress and are safe and well cared for. Staff are deployed effectively to support children in a well resourced, child-orientated environment, which is organised to meet children's needs and to enhance their play experiences. There is a good level of commitment to improvement; staff access training, both in-house during staff meetings and from external sources, to further develop their childcare knowledge, which in turn enables them to provide quality care for children. The club has begun to develop a self evaluation process, however, this is still in its early stages and the involvement of all staff is not yet fully implemented.

Documentation is well maintained and information obtained on children's individual needs ensures that the welfare of all children is promoted effectively. Rigorous recruitment and vetting procedures ensure that staff who care for children are suitable to do so. Children are further protected because staff are clear about the safeguarding children policy and know the procedures to follow should they have concerns. Security is sound with entrance doors kept locked and staff monitoring access at all times, and there are effective risk assessments and daily checking procedures in place which help to keep the environment safe and free from potential hazards. Fire evacuation procedures are displayed, however, fire drills have not been practised regularly, which means that some children may not have experienced a fire drill and this may compromise their safety in the event of an emergency.

The club has a sound commitment to working in partnership with parents and others. Staff establish professional relationships with parents and carers which has a positive impact on children's development and learning. They are made to feel welcome and are well consulted, for example, they receive regular information via the noticeboards, newsletters and daily feedback. Parents have recently completed a parent questionnaire which asked opinions about the development of the club. Although parents receive lots of information, policies and procedures are not as readily available. There is a system in place to gain information about children before they start at the club, which includes their interests, likes and dislikes, thus ensuring individual needs are met. Children receive consistent and appropriate care from staff who know them well and parents receive relevant information about their child's welfare, however, the key worker system has not yet been fully developed.

The quality and standards of the early years provision

Children are provided with a range of activities which are fun and help them to make progress in all areas of learning and development. Staff demonstrate a satisfactory understanding of the Early Years Foundation Stage in relation to learning and development and they are effective in helping children to achieve. They form warm, caring relationships with the children who are confident, happy and settled in their care. Children are well supported in their learning and

development as the staff know them well and are able to meet their individual needs. Children participate in a wide range of activities which stimulate their interest and challenge their learning, for example, children play with wooden train tracks and on the computer, and they play with magnetic bells experimenting by attaching the bells to the radiator pipes around the room. Planning develops through observations undertaken on children and this ensures it is flexible and takes into account the interests and ideas of each child; staff use this information to plan enjoyable activities to encourage further learning and development. However, the recording of observations has not been fully implemented. Staff's enthusiasm and interaction helps children to develop positive attitudes to learning and they are keen to take part in activities. They concentrate well as they design their own birthday hats and use a variety of materials, such as glitter and sequins, and cut out patterns so each one is individual. Staff support children appropriately and ask questions that promote learning.

Staff provide many opportunities for children to express their creative ideas, for example, painting, gluing and mark-making activities are readily available. Staff are proactive in asking children's opinions as to what they want to do when in the club, they recently asked children to complete a questionnaire asking each of them what they would like to see more of within the club. Many of the children requested arts and crafts on a daily basis and the staff responded by ensuring that during each session children have opportunities to be creative, even in the morning session before children go to school. There are many examples of children's artwork displayed, which demonstrates that their efforts are valued and so develops their sense of belonging. Children who have specific needs are well supported and fully included.

The environment is well organised to promote each child's independence and to enable them to make decisions about their play. Resources are stored in low-level units with clearly labelled boxes which children can easily access. All children are included and there is a range of resources which reflect positive images of culture, disability and gender, which are used to raise children's awareness of diversity and encourage the children to become aware of similarities and differences. Staff are consistent in their approach to managing children's behaviour, which helps to build their self esteem effectively. They treat children sensitively and act as positive role models. As a result, children develop an understanding of what is right and wrong, children are encouraged to respect each other and value each other's needs. They happily put items away in the correct place at tidy up time.

Children's welfare is well promoted. They learn how to be healthy and develop their independence, such as choosing what they want to eat during snack time and washing their plate when they have finished eating. Healthy eating is promoted successfully and children are able to choose what they want to eat from a variety of healthy snacks, such as crackers, vegetable sticks, cucumber and fruit. The club has been awarded the 'golden grin award' and recently the children entered a competition to design a toothbrush. The spread of infection is minimised by washing hands prior to having snacks and after going to the bathroom. Children are further protected by the effective sick child policy which is shared with parents, and children with infections are excluded. Children learn about the importance of physical exercise as they run and play games in the large hall and as they play in

the outside play area. Overall, the children are confident, happy and are developing a good range of skills and knowledge for their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.