

# Jitterbugs After School Club

Inspection report for early years provision

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**Unique reference number** EY383562  
**Inspection date** 12/02/2009  
**Inspector** Claudia Padfield

**Setting address** Crowthorne C of E Primary School, Dukes Ride,  
CROWTHORNE, Berkshire, RG45 6ND  
**Telephone number** 01344 772 089  
**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).

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**

Jitterbugs After School Club re-registered in 2008. It operates from Crowthorne C of E Primary School, Crowthorne, Berkshire. They are registered on the Early years register and compulsory and voluntary parts of the Childcare register. The club uses the canteen which is easily accessible and outside areas of the school grounds. The club is open every weekday during the school term between 15:15 18:00. A maximum of 16 children aged between three and eight years may attend the club at any one time. Currently two children on the early years register attend and older children up to the age of 11 years may also attend the club. The club employs two staff, all of whom work on a full-time basis. Both members of staff have an early years qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The staff team have worked hard to update the club through detailed evaluation of their service, seeking the views of the children and parents who attend. They are currently reviewing the policies and procedures to reflect the changing regulatory requirements and increased knowledge gained through actively attending a variety of training. Through diversifying the service by offering after school activity clubs such as camera club, scrapbook club and clay club the children have access to new and exciting concepts. All children are fully included in the life of the setting and the older children are caring and considerate of the younger children's needs during cooperative games or activities.

## **What steps need to be taken to improve provision further?**

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

- ensure that where children receive education and care in more than one setting, that continuity and coherence is developed by sharing relevant information with each other.
- set out a range of activities to enable the younger and less confident children to visually see the large selection of toys and equipment.

## **The leadership and management of the early years provision**

The manager and staff have attended Early Years Foundation Stage training and ensure they meet the individual needs of the children in their care. Children are fully valued within the setting, for example developing the rules and expectations regarding behaviour with staff. These are then presented through positive outcomes and displayed as a reminder. Currently there is a lack of communication with other carers of the children; for example the class teacher missing opportunities to share information.

Through evaluation the staff are reviewing all documentation, this is supported and enhanced by the training attended. Children are fully protected by an experienced staff team. For example they have developed systems to protect the children in their care. Before going outside the group agree on a word or sentence and then when the member of staff shouts the agreed word all the children make themselves visually known for a head count. Children relish the outdoor space; they have a large range of equipment and surfaces. They play hide and seek in the wooded area and work cooperatively in teams. Children climb and swing with skill and are able to take calculated risks during their play.

When playing inside the art and craft table is set out, children make good use of the interesting selection and other children sit together using the games console. Staff welcome the children to make choices about any of the other activities stored within the cupboard. This inhibits the less confident and younger children who look on and observe. When staff select toys and set up the table after snack the children are more confident and able to participate.

## **The quality and standards of the early years provision**

Children are settled and form secure relationships with staff as they are eager to help during daily routines. The children are polite and develop a strong sense of belonging within the group; this is because their individual needs are given high consideration within the flexible routines. Younger children's needs are fully considered as children show concern and respect for each other. Staff listen to the children with interest and parents are warmly greeted upon arrival. Good partnership is developed through daily verbal exchanges.

Children quickly respond to adults for example preparing the tables and chairs for tea. They discuss the options for tea and agree with staff, who provide a mixture of the old favourites and healthy eating options. Meals are a time for conversation and staff sit with the children acting as positive role models. The children are learning about healthy options through themed activities and staff reflect the school's healthy eating ethos. Children's manners are good and they show high levels of respect, older children who attend school clubs arrive to excited applause from the children. Strong friendships are fostered and siblings are thoughtful towards each other.

Children spend time playing games with the staff team. Bingo is a favourite as each child takes it in turn to call out the numbers and they wait to ensure the younger children have time to check their boards. Children pretend to act out different characters as they call the numbers and staff praise their attempts at a French accent. The children learn about staying safe through regular emergency evacuation rehearsals, these are evaluated by staff to ensure the children are protected. Risk assessments are carried out as part of the daily routines and staff reinforce the children's knowledge and understanding by involving them.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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.

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.