

Jack in The Box 2004

Inspection report for early years provision

Unique reference number EY340319
Inspection date 30/01/2009
Inspector David Shepherd

Setting address Whitehills Primary School, Acre Lane, NORTHAMPTON,
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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

Jack in the Box after school club opened in 2007. It operates from a studio in Whitehills Primary School, Northampton and has the use of the medical room for heating up food, a secure enclosed outdoor play area, school field and other facilities. Links with the school have been established.

The after school club is on the Early Years Register and the compulsory and voluntary Childcare Registers. A maximum of 20 children may attend the club at any one time. There are currently 80 children under eight on roll, 16 of whom are of Early Years Foundation Stage (EYFS) age. Children attend for a variety of sessions. The after school club is open each weekday from 15:15 to 17:45 during the school term only. Children attend from the school.

Two staff work at the after school club, one of whom holds an appropriate early years qualification. Disabled access is through the main door of the studio.

Overall effectiveness of the early years provision

Jack in the Box after school club provides satisfactorily for childrens' learning and development and welfare needs. All children are included in the activities and they play happily together, developing their skills in independence well. Relationships between the staff and children are very good and this promotes good and mature behaviour. All key policies and procedures are in place enabling the after school club to run smoothly. The staff review their work at the end of sessions. There is satisfactory capacity to improve the provision further.

What steps need to be taken to improve provision further?

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

- ensure children's safety as they move to and from indoor and outdoor activities
- assess children's progress in the six areas of learning and report this to parents so that they are fully informed about their children's learning and development
- update the system for self evaluation to highlight areas for improvement for the setting so that it ensures that all children's needs are fully met.

The leadership and management of the early years provision

The lead practitioner works hard at creating suitable provision for EYFS children. Appropriate policies and procedures have been devised that ensure the needs of all children are met. The lead practitioner is suitably qualified for looking after young children. Both staff have appropriate qualifications in first aid and safeguarding to ensure the needs of these children are met. Risks assessments are carried out well

and help to reduce unnecessary accidents. The staff review provision at the end of each session, reflecting on what went well and not so well. However, systematic self-evaluation is underdeveloped and so the setting is not fully aware of its strengths and the areas which require development in order to fully meet children's individual needs. Procedures for securing parental permission for emergency medical treatment are clear but not enough attention has been given to reflect diversity in provision. All children, including those with learning difficulties and/or disabilities, are included well and have their welfare needs met. Links with parents are satisfactory. There is good exchange of information when parents collect their children at the end of each session, although it does not always focus on how well they are making progress in all aspects of their learning and development. Staff attend the school's parents' evening to promote the after school club and share information about their children.

Activities both indoors and outdoors are prepared thoughtfully. Resources used are in good condition and this helps to keep children safe from unnecessary injury. They are each supervised well and are safe. However, allowing children to go from inside to outside activities when they wish to do so under a 'free flow' system presents a potential hazard. There is no supervision when they move from one activity to the next, which is some distance away.

The quality and standards of the early years provision

Children enjoy taking part in the activities that have been prepared for them. There is a good balance between outdoor and indoor activities. The after school club has a suitable variety of resources that ensure all aspects of the EYFS provision can be implemented. Children enjoy the wide range of activities on offer, including puzzles, team games, creative play, role play dressing up, computer games, preparing their own snacks, scooters and others. The staff work closely with the children and supervise them well during the activities. Children are encouraged to think and learn from what they are doing. However, the progress children are making in the six areas of learning is not assessed and recorded.

The children's health is promoted well. All children receive plenty of opportunities to take part in physical activities outside and they thoroughly enjoy these. Children know how to stay safe, for example they remember to wash their hands before preparing healthy snacks for themselves.

The accommodation is of a high standard and provides plenty of room for the children. Children get on well with each other and with the staff and this helps them to enjoy their activities. They behave and cooperate well with each other and adults. They help to tidy up materials at the end of the sessions. There is good emphasis on promoting children's computer skills and on speaking and listening and this satisfactorily supports their economic well-being. However, not enough provision is made for children to read quietly or carry out their homework and this limits their ability to develop independent learning skills.

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?	2
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?	3
How well are children helped to enjoy and achieve?	3
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?	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

There have been no complaints made to Ofsted since the last inspection

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.