

CJs Playcare (Ledger Lane)

Inspection report for early years provision

Unique reference number EY298936
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Inspector Anthony Anderson

Setting address Ledger Lane Junior & Infant School, Ledger Lane,
Wakefield, West Yorkshire, WF1 2PH

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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 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

CJ's Playcare (Ledger Lane) Out of School Club operates within Outwood Ledger Junior and Infants School on the outskirts of Wakefield, West Yorkshire. It was first registered in 2004 and is privately owned. The setting caters for children who attend the school and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are based in a large classroom with direct access to the main school's computer suite. They also have access to the school hall and playground.

The before school club opens Monday to Friday from 08.00 until 09.00 during term time and the after school club opens Monday to Friday from 15.00 until 18.00. The club also opens during school holidays if there is sufficient interest from parents. The setting is registered for up to 24 children. There are currently 50 children on roll, three of whom are in the Early Years Foundation Stage. Five staff work with the children and all have appropriate childcare qualifications between Levels 2 and 4. Additional staff are available at short notice to act as cover for illness or absence. The setting supports children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

The quality of provision in the out of school club is satisfactory with some good features. Staff are suitably trained and experienced in early years practice and they provide an inclusive and friendly welcome to young children and their parents. Most aspects of the general care and welfare provision, such as safeguarding, are of a high and consistent quality. Although daily risk assessments of the setting and those for occasional external trips during school holidays are undertaken, they are not yet systematically recorded. Staff are gradually gaining an awareness of the setting's strengths and areas for development through the recent creation of a self-evaluation form. However, management do not yet have formal structures in place to fully evaluate the effectiveness of the provision or to plan for and monitor the progress made by children in the Early Years Foundation Stage. The setting's management demonstrate a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that regular risk assessments of the setting and of occasional external trips are recorded
- fully implement the Early Years Foundation Stage framework including the key person system
- further develop the self-evaluation system and ensure that it leads to continuous improvement

The leadership and management of the early years provision

Staff work together well as an enthusiastic and dedicated team. They create a warm and friendly atmosphere in this well structured setting. Staff undertake regular risk assessments of the setting and of occasional external trips but these are not consistently recorded. Children are well supported by appropriately trained staff when they are ill or have an accident and parents are provided with written reports for their own records. Effective policies and procedures are in place to ensure that children are safe and secure. These include regular, recorded fire drills and appropriate vetting checks of staff. Staff know their children well and promote an inclusive and caring setting. Occasional informal meetings are used to encourage staff to identify individual training and development needs. However, this does not give sufficient priority to the Early Years Foundation Stage framework. Leaders are clearly aware of the recent changes to the framework but its implementation is at a very early stage of development. One example of this is the lack of the key person system for younger children attending the setting. Staff are developing an awareness of the need to introduce a programme of self-assessment of their work and of the setting's provision. However, current evaluations are weighted towards the care and welfare provision and do not yet significantly encompass the requirements of the Early Years Foundation Stage framework. Management's liaison with the Early Years Foundation Stage department of the main school is at an early stage of development. However, the setting works closely with parents who demonstrate strong satisfaction with the quality of staff and of their children's enjoyment.

The quality and standards of the early years provision

Children say that they enjoy themselves in this warm, friendly and inclusive setting. Staff use their skills and experience effectively when setting out a wide range of activities and children are encouraged to make choices in the activities and games they wish to play. Children are taught to share and play cooperatively. For example, two children played thoughtfully together as they tried to outmanoeuvre each other in an interactive game of challenge and endeavour. Outdoors, children are provided with a range of suitable resources to extend their physical and social skills. Children's behaviour is good and they demonstrate positive and friendly relationships with staff who offer praise and encouragement.

Weekly planning of activities and resources helps staff to prepare for each day but there is not yet a dedicated key person appointed to focus extra attention and support on younger children. Additionally, planning does not yet include any specific activities for younger children which are linked to the six areas of learning nor does it include observations for the purpose of monitoring their progress. This means that, whilst young children enjoy their time in the setting, opportunities are missed to develop their learning further.

Children say that they are very happy in this setting and this view is endorsed by their parents. Children show a good understanding of the benefits of a healthy lifestyle. For example, they wash their hands before eating and display a growing

appreciation of healthy food and regular exercise. Children are helped to achieve skills for later life by the opportunities given to develop independence. They are encouraged to make choices and are polite and friendly. Children make a satisfactory contribution to their out of school club by helping others and when tidying away.

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?	2
How well are children safeguarded?	2

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?	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?	3
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

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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