

JJ's After School Club

Inspection report for early years provision

Unique reference number	EY305282
Inspection date	01/05/2009
Inspector	Marion Wallace
Setting address	St Thomas More School, Northampton Road, Kettering, Northamptonshire, NN15 7JZ
Telephone number	01536 512112
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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

JJ's After School Club opened in 2005. The out-of-school club serves children from St Thomas More Catholic Primary School and it operates from within the premises of the school. The club uses the main school hall, library, toilet, kitchen facilities, the playground, adventure playground and school field for further physical activities. It is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register.

A maximum of 16 children may attend at any one time. There are currently 30 children aged from four to eight years on roll, two of these children are in the Early Years Foundation Stage. The out-of-school club is open each weekday during the term from 07.45 to 08.50 and from 15.15 to 17.30. There are two children with learning difficulties and disabilities and all children speak English as their first language.

The out-of-school club employs six members of staff. Three hold appropriate early years qualification and the others have experience. There is wheelchair access. The out-of school club is affiliated to the Northamptonshire Youth Club Association. JJ's After-School Club works in close partnership with the staff at St Thomas More Catholic Primary School, including the Early Years Foundation Stage teacher.

Overall effectiveness of the early years provision

The overall effectiveness of the JJ's After School Club and its capacity for continuous improvement are good. Children in the Early Years Foundation Stage and the older children achieve well because they enjoy the activities offered as well as the warm, caring, friendly learning environment. The club is well led and managed. Adults are experienced practitioners who encourage all children to develop their skills, knowledge, and the ability to play sensibly with and alongside others. JJ's is an inclusive setting and consequently all children settle in well and learn to consider the needs of others. Their behaviour is very good.

What steps need to be taken to improve provision further?

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

- improve storage of equipment and resources so that all children and staff can have access to the resources more easily
- ensure that all children have access to a computer during the sessions so that they can develop and extend their skills.

The leadership and management of the early years provision

The provider is very experienced and she leads an experienced and appropriately qualified team. The club is well organised and runs smoothly, consequently

children's learning and welfare are good. Safeguarding and child protection procedures are robust. All welfare requirements of the Early Years Foundation Stage are met. The club works extremely well with the school, parents and other providers. It is popular with parents and children. 'We like it because everyone is friendly and you can make and do interesting and fun things,' said some of the children.

The provider and her staff members have a good understanding of the strengths and weaknesses of the provision and this is reflected in the carefully written self-assessment. Continual monitoring and evaluation ensures that any improvements, such as children's access to computers and lack of storage are clearly identified. Documentation, assessment and recording on a daily basis are used effectively to plan activities that are well matched to the needs of individual children. Good planning ensures children experience a range of interesting activities and ensures all children are challenged in all areas of learning indoors and outdoors. For example, children design and make their own glove puppets.

The provider and her team regularly attend courses and are committed to improving their knowledge base. There are good staff-to-children ratios and this contributes effectively to the quality of the care provided. The club works well with parents and support services to ensure children benefit from good care. Children with learning difficulties and/or disabilities make the same good progress as their peers.

There is a good range of resources and these are well used, although there is no current access to computers. The club is waiting eagerly for their new storage units, computer and computer programmes. Effective links are made with extended services to support children who have learning difficulties and/or disabilities. All required written policies and procedures are in place, regularly updated and well written. They are easily accessible and are shared with staff, parents and visitors. Staff have a good understanding of safety and take effective care of the children, ensuring that any risk is minimised. Communication with the school and parents is very good. The club regularly communicates with the Early Years Co-ordinator at the school and shares information.

The quality and standards of the early years provision

Children are cared for well because adults have a good understanding of creating a safe and enjoyable learning environment, in which risk is minimised and children learn to take care of themselves. They use equipment and resources safely because adults make expectations very clear and staff members ensure that any risk is minimised.

Children make good progress in all areas of learning and development because they enjoy the well-planned activities. Good relationships with adults and parents ensure all children settle easily into the club and feel safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. Children enjoy making pizza and craft activities with the adults and they also enjoy opportunities to select

their own resources and devise their own games. Current lack of storage for resources however, curtails opportunities for children to have easy access to a range of resources.

Older children play very well with younger children, including them in their games and imaginative role-play activities such as 'the secret cave'. Children develop their physical and agility skills well because there are very good opportunities for children to engage in physical activity. Large rope skipping is enjoyed by all pupils who encourage each other to succeed. Children sensibly create a court for indoor tennis and happily develop their tennis skills returning the ball over the net to a partner. Football skills are developed well. Children play very well in small groups planning their own football game, deciding boundaries, rules and identifying which football skills need improving. Children show mature care and consideration for the accommodation, adult helpers and each other. The outdoor area is very well used and provides excellent opportunities for children to engage in energetic activity and develop their physical skills. Children talk enthusiastically about creating and using obstacle courses. There are no opportunities for children to extend their skills on the computer.

Children learn to eat healthily because they are encouraged to select a range of fruit snacks. Children gain good knowledge of their school and local community. They develop awareness of the wider world celebrating World Day and other festivals. Behaviour is very good because expectations are extremely clear, routines are well-established and school rules adopted and reinforced. Children enjoy their time in the club and they make good gains developing their relationships with each other and with adults. They make good progress developing skills and knowledge for later life, although opportunities to use the computer are less well developed.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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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