

Jitterbugs After School Club

Inspection report for early years provision

Unique reference number EY383562
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Inspector Gordon Jackson

Setting address Crowthorne C of E Primary School, Dukes Ride,
CROWTHORNE, Berkshire, RG45 6ND
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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

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 and 18:00. A maximum of 16 children aged between three and eight years may attend the club at any one time. Currently five 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 after-school club provides a good source of education and social care for its children, based on the quality of the staff and carefully thought-out practices which are regularly reviewed. The after-school club has an open access policy and welcomes children of all abilities and from all backgrounds. Overall, children make good progress in acquiring a broad range of valuable skills and self-confidence. Children are carefully monitored at all times and, as a result, they feel safe and secure and clearly enjoy the provision. Working under the guidance of the main school reception teacher, the staff monitor the progress of the children and are aware of the individual needs of all the children in their care. Good communications with parents exist and they especially appreciate the care facilities provided by the club. The setting has taken appropriate action on all the recommendations from the previous report.

What steps need to be taken to improve provision further?

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

- ensure that the access barrier at the main school's outdoor games equipment area, at the rear of the building is secure, in order to prevent children having access
- ensure that any younger children present can reach the wall-mounted soap dispenser in the toilets and that they are confident in using the warm air hand driers

The leadership and management of the early years provision

The manager and her deputy are both experienced in this role and are aware of the legal requirements relating to after school clubs and of the needs of children. The recommendations from the last report have all been fully met. The activities provided for the children meet the aims and principles of the Early Years Foundation Stage and are monitored at regular intervals. Older children have a

good range of activities to develop both educational and social skills. The sessions are frequently organised around themed activities e.g. craft and photographic work, which the children clearly enjoy. The manager and her deputy are both keen to undertake training to develop new areas of their work. The manager has completed a clearly thought out self evaluation form for the work of the club which identifies areas and points for action. The after-school club places due importance to the safety of children, whilst still allowing an appropriate degree of supervised independence, especially when playing outside. Appropriate records are kept, these being readily available.

The quality and standards of the early years provision

The manager and her deputy have a very thorough understanding of the importance of creating a safe and welcoming environment. As a result, children entering the unit for each session feel at home and quickly settle to productive activities which have been carefully set out round the room. The children have good relationships with the staff and will readily move from one activity area to another. Children using the Playstation activity have timed access and a rota exists to ensure that all children have an equal opportunity to use this. Health aspects are given a high priority with children being reminded of the need to wash their hands after using the toilet and before eating food. The toilet areas are appropriate. However, smaller children have to stretch to reach the liquid soap dispensers and the hand driers are not always the most suitable means for such children because of their position and means of operation.

Children feel safe in the knowledge that they can trust staff. They have a good understanding of healthy eating. The snack provided at tea time is carefully considered to be both nutritious, but also to give an appetising range of menus over the week, with favourite children's meals also being included as special treats. These meal times are conducted in an efficient and friendly manner with the children themselves acting as helpers to set out the tables and to clear away. The staff sit with the children in a family situation and encourage conversation. No undue pressure is placed on the children at such times and they observe good table manners and are clearly happy with the arrangements. It was a pleasure to hear the children end the meal with a spontaneous attempt at singing.

The club's emphasis on developing independence and raising children's self-esteem and confidence really works, with children being prepared to have a go at everything. Children are very friendly and cooperate exceptionally well with the staff and with each other. They are particularly keen to proudly show the result of their craft-work activities. The range of activities provides both an educational and a social environment and the club is particularly fortunate in having use of the main school's outside play areas, all of which are familiar to the children and are carefully supervised. However, at the time of the inspection children could have obtained access to the main school's outdoor storage area, though all children knew that this was not permitted and did not play near the area. Overall, the children are well looked after and they make good progress in various areas of learning and development.

The manager and her deputy regularly review and evaluate all procedures and the values of activities provided and look for new learning opportunities. They share a common goal in trying to identify new and exciting learning experiences based on the children's interests and enthusiasms. An example of this is the camera themed activity. Staff carry out informal observation of activities undertaken, especially by pre-school children whilst they are at play. These observations enable a clear development profile to be obtained which is helpful to the main school and give a focus for future work with particular children.

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?	1
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