

# Jules Et Lis

Inspection report for early years provision

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<b>Unique reference number</b>	EY385879
<b>Inspection date</b>	09/06/2009
<b>Inspector</b>	Patricia Mary Champion
<b>Setting address</b>	Little Thurrock Primary School, Rectory Road, GRAYS, Essex, RM17 5SW
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<b>Type of setting</b>	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

Jules Et Lis is one of four out of school clubs privately run by the same owner. It reopened under new management in 2008. The after school club operates from a demountable classroom, the small hall and adjacent classroom is within the grounds of Little Thurrock Primary School in Grays, Essex. All children share access to secure, playgrounds and playing fields for outdoor play. A maximum of 26 children may attend the out of school club at any one time. The club opens five days a week during school term times from 15.15 until 18.15.

There are currently 27 children aged from four to 11 years on roll. Of these, two children are in the early years age group. Children attend for a variety of sessions and the club serves children attending Little Thurrock Primary School. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs four staff, of whom two of the staff, including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a recognised play work qualification. The setting receives support from the local authority and '4Children'.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff recognise the uniqueness of each child. All children are encouraged to be active participants in the range of activities offered and are consulted about many aspects of the provision. Good partnerships are developed and maintained with the parents and carers. Children play in a generally safe and welcoming environment. Their welfare is promoted through many positive policies and procedures, which help to keep them safe and well. The management of the club continually review practice and ensure that any improvements are well-chosen and carefully planned.

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

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

- ensure that the risk assessment covers anything in which a child may come into contact and is regularly reviewed, particularly when changes occur
- develop further the planning and assessment records to identify clearer links to the Early Years Foundation Stage (EYFS).

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

The qualified and consistent team of staff work well together and carry out their individual roles and responsibilities well. The staff are friendly and approachable and create a welcoming and caring environment where children are relaxed and settled. Robust recruitment systems are in place for the employment of suitable adults to work with the children and staff are supported in continuing their professional development. The staff are vigilant about the security of the children and ensure that they are closely supervised on the school site. Children are safeguarded because the staff are fully aware of their child protection responsibilities and there is a clearly written safeguarding children policy. Although staff complete risk assessment and daily checks of the premises, this is not yet thoroughly reviewed to include all the potential hazards that children may come into contact with, particularly when changes occur.

Effective systems are in place to monitor and assess the provision of after school care. Self-evaluation accurately identifies strengths and also areas for future improvements. Since the setting reopened under new management, careful thought has been put into how the learning environment is organised. Improvements have been made to activity planning to ensure that more purposeful, imaginative and creative activities are offered to children. Parents' opinions are sought through questionnaires about the quality of the service and children are consulted before any new equipment is purchased.

There are friendly working relationships with parents who receive good information about how the setting operates. Important information such as certificates, menus and policies and procedures are openly displayed for parents. Newsletters are distributed and good verbal feedback is given at the end of each day. Systems are promoted for the sharing of information between the setting and the primary school, to ensure continuity in the children's learning and personal development, particularly in relation to any learning difficulties or additional needs a child may have.

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

Activity planning and assessment ensures that experiences provide challenge and are matched to children's needs and interests. A very good range of activities are planned in relation to each area of children's learning. Children flow freely between indoor and outdoor play for much of each session and particularly enjoy investigating sensory and malleable materials such as clay, 'gloop' and soap flakes where they can experiment with no desired end result. Children also acquire new knowledge and skills as they take part in regular cooking activities or creative tasks such as candle making. Staff note positive observations of each child's achievements, progress and also acts of kindness in the 'Magical Moments' books. This helps to boost the children's confidence and self-esteem. However, the planning and assessment records for the youngest children do not yet have all the necessary links to the Early Years Foundation Stage (EYFS), therefore, some aspects of learning may not always be fully addressed.

Interaction is lively and staff act on children's ideas and value their contributions to discussions. Children are very enthusiastic communicators and are keen to talk about why they enjoy coming to the club. They confidently make choices as they select resources and eagerly request help from staff if they need it. Children are well behaved and treat one another and staff with respect. Whilst the majority of the children are older, they are very caring and considerate towards the younger children in the early years age group. Staff ensure that all children feel included and participate fully and attend additional training in relation to meeting the diverse needs of the children that attend.

Children understand the benefits of a healthy lifestyle. They demonstrate a good understanding of the need for an effective hygiene routine and enjoy eating nutritious and healthy light meals and snacks. Staff are well aware of any allergies or special dietary requirements. The children have plenty of opportunities to enjoy fresh air and join in with energetic activities. Sports based activities and the use of the excellent climbing apparatus in the school's adventure playground encourages children to develop their coordination, balance and ball skills. Consequently, children have a very positive attitude towards physical activities, which helps them stay fit and healthy.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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