

Jesters Kids Club CIC

Inspection report for early years provision

Unique reference number	EY370434
Inspection date	30/06/2009
Inspector	Justine Leong
Setting address	Horseshoe Farm, Main Road, Bicknacre, CHELMSFORD, CM3 4EX
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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

Jesters Kids Club is run by Jesters Kids Club Community Interest Company. It was originally established in 2001 and registered under new ownership in 2008. The club operates from a purpose-built building situated in the village of Bicknacre, Essex. All children share access to a secure, enclosed, outdoor play area. A ramp to the front of the premises ensures it is easily accessible. There are eight places for children in the Early Years Foundation Stage. A maximum of 30 children aged under eight years may attend the out of school club at any one time. The club opens five days a week all year round. Sessions times are from 07:30 until 08:45 and 15:15 until 18:15 during school term times. During the holidays the club opens from 07:30 to 18:15. The out of school club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are approximately 230 children aged from four to 12 years on roll. The out of school club serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The club employs 11 permanent members of staff. Of these, six members of staff hold appropriate early years, play work or teaching qualifications. There are two members of staff with Qualified Teacher Status. There are two staff currently working towards a recognised early years or 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. Staff work very well together to provide a relaxed and productive atmosphere, in which children are happy and secure. Children access a wide range of exciting activities and are consistently engaged and motivated. Excellent relationships have been fostered with parents and systems are in place to ensure they are fully included at the setting. Staff use important information from parents to ensure individual needs are consistently met. Effective monitoring and evaluation of the provision enables staff to identify areas for development and ensures children's experiences at the setting continue to improve.

What steps need to be taken to improve provision further?

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

- ensure the policy on equality of opportunity includes the name of the Special Educational Needs Co-ordinator (SenCo)
- develop systems to ensure Criminal Records Bureau disclosures are handled in accordance with the Code of Practice and Explanatory Guide.

The leadership and management of the early years provision

Comprehensive policies and procedures have been devised and these are thoroughly understood and implemented effectively by all staff. However, the equal opportunities policy does not include the name of the Special Educational Needs Co-ordinator (SenCo). Staff spend valuable time getting to know the children and their families extremely well. Children benefit significantly as parents and carers have superb opportunities to become involved at the setting. For example, frequent questionnaires are provided and a parent steering group has been established, enabling parents and carers to share their views and inform practice at the setting. Parents are extremely complimentary of the care and education their children receive.

Staff demonstrate a clear understanding of their role and responsibilities in protecting children. Appropriate systems are in place to promote children's welfare in line with the Local Safeguarding Children Board and staff have undertaken training to ensure they are aware of correct procedures to follow if they have concerns about a child in their care. Although checks have been completed to ensure the suitability of adults, some of these are not in accordance with the Criminal Records Bureau's Code of Practice, having been transferred from previous provision without regard for timescales.

Children are developing a thorough understanding of how to keep themselves safe as, for instance, they are involved in writing safety rules for the provision. Risk assessment procedures are completed and recorded, helping to ensure children are kept safe whilst in the setting, during outings and when being escorted to and from the club. Good links have been established with the local schools that children attend. For example, staff meet teachers to share important information and gather information about the activities children have enjoyed at school so that they can plan to build on these interests at the club. The manager and staff actively strive for improvement to provide high quality care and education; detailed self-evaluation has been completed, effectively identifying areas for future improvement.

The quality and standards of the early years provision

Children are confident in the care of the enthusiastic and nurturing staff. They play and chat together happily and have ample space to move around under constant supervision. Children enjoy sociable snack and meal times when they sit together to share healthy foods including fresh fruit, cheese and crackers or filled pitta bread pockets. Staff provide valuable opportunities for children to develop independence as they are encouraged to serve themselves and pour their own drinks. Staff encourage children to be active at the setting; they have access to a very spacious and secure outside play area where they play with a wide range of toys and resources. For example, they monitor plant growth in the organic garden, develop physical skills as they play on the climbing equipment and participate willingly in structured games with staff. During holiday sessions staff plan a variety of interesting visits to the beach, local wildlife parks and farms.

Staff demonstrate a thorough understanding of their role in providing activities that complement the full Early Years Foundation Stage requirements. Children are making good progress in all areas of learning as staff use their considerable knowledge of child development to plan stimulating learning opportunities. Children benefit from being able to select what they would like to do from the planned activities provided or by selecting their own activity. For instance, whilst some children relish the opportunity to create models from clay in the garden, others sit quietly inside, using their imagination to create colourful pictures or sharing books with staff. Meaningful opportunities for children to share their ideas are incorporated into planning. Simple questionnaires are provided, detailing favourite activities and staff use these to plan future activities, ensuring children remain engaged and motivated to learn. The main hall offers ample space for children to spread out and there is sufficient table space to enable children to complete craft activities together. Children also have access to an adjacent log cabin, where they have the opportunity to work quietly on their homework.

Everyday observations of children at play are used effectively to ensure that inclusion is promoted and each child is supported according to their individual needs. Staff are consistently polite and attentive, helping to foster an atmosphere of respect for others. Developmentally appropriate behaviour strategies including praise and explanation are used and children behave well. Staff remind children to work together and provide valuable opportunities to share and take-turns when playing games. Children are developing an understanding of the wider world as, for instance, they access a good range of resources that are representative of diversity including books, dressing-up clothes and posters. They play games from around the world and staff plan activities such as food tasting and crafts to teach children about different cultures and beliefs.

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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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