

C J's Playcare (Crofton Juniors)

Inspection report for early years provision

Unique reference number EY376392
Inspection date 08/07/2009
Inspector Dawn Lumb

Setting address Croft Junior School, Slack Lane, Crofton, WAKEFIELD, West
Yorkshire, WF4 1HJ

Telephone number 01924 862 098

Email

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 (Crofton Juniors) has been registered since 2008. It is registered to care for 24 children from three years to under eight years. At present they have 55 children on roll. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

CJ's serves children who attend the school and those who attend other local schools. Care is provided in a base room, one main hall and the outside play areas. The facility opens after school in term time from 15:00 to 18:00, and on inset days. There are two staff regularly working with the children and this scheme is one of several associated with this provider in the Wakefield area, with a pool of additional staff available. Many of the staff hold a recognised qualification and regular training is offered to all staff.

The setting receives support from the local authority Early Years team.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The provision provides a relaxed approach and supports children's emotional and social types of experiences well. Staff work hard to foster positive relationships with the children and their families this helps children to settle and feel secure. Sufficient knowledge and understanding of children's individual needs ensures that staff successfully promote children's welfare and learning. Strong links and working partnerships with agencies support and promote inclusion. Partnership with parents is well-established and partnership with the local schools is steady. However, some links are limited to further promote continuity of care. Management and staff use basic systems to identify areas for future development and they are working closely with the Early Years team to aid improvement.

What steps need to be taken to improve provision further?

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

- consider ways to reflect more actively on practice to identify the settings strengths and priorities for development that will improve the quality of provision for all children
- continue to develop a working partnership with other providers to support the transition between settings and schools, and childrens continuity of care

The leadership and management of the early years provision

All mandatory documentation required for the efficient and safe management of the provision is in place and satisfactorily supports the care and welfare of the children. Parents are encouraged to be involved in their children's learning and

development and are verbally informed about their children's achievements and progress. Parents say they are very pleased with the provision and their children's care. Children say they like going to the setting.

Management and staff use basic systems for identifying strengths and areas for improvement in the provision.

Staff work well together and they have regular meetings to update and share information and in addition a yearly appraisal system, identifies staffs training and development needs.

Children are provided with an inclusive and welcoming environment. Inclusive practice is well promoted and sufficiently reflects the wider world and the communities of children attending.

The provision has implemented appropriate systems to promote safety within the setting and outings. A recent example has been the improved system for undertaking risk assessments. These are reviewed and evaluated to inform the environment, deployment of staff and in the use of equipment and resources. Staff have clear knowledge of safeguarding children and of their role and responsibility in reporting concerns.

The quality and standards of the early years provision

Children are happy, settled and enjoyed their time at the setting. New children are effectively monitored and supported well by skilled staff who are sensitive and caring; this helps children in becoming familiar with the provision and to feel safe and confident within it.

Children are involved in decision-making and their views and ideas are valued. For example, children are included and help to develop the weekly play plans. This in turn motivates and stimulates children to participate in the activities. There is an appropriate balance of adult led and child led activities taking account of children's individual interests and abilities. This results in children being creative and to follow up opportunities to think about what they are doing. For example, children interested in collage work are encouraged to think about the different media and what they need for their picture and how they could plan their picture.

As a result of sensitive and supportive staff members that promote inclusive play, children show self-confidence and good levels of independence that contribute to positive attitudes to others.

Children enjoyed a healthy snack and help themselves to a variety of freshly prepared fruit at snack time. They also have independent access to drinks throughout their stay. Children have direct access to an outdoor play area, they are able to participate in large physical play through an adequate range of outdoor resources. They independently access the toilet facilities and follow good hygiene routine.

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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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

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