

J K Club

Inspection report for early years provision

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Inspection date	24/03/2010
Inspector	Hilary Preece

Setting address	The Swillet Social Club, Stag Lane, Chorleywood, Rickmansworth, Hertfordshire, WD3 5HW
Telephone number	07815 814220 or 01923 285959
Email	joannaminter@ntlworld.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

The JK Club was registered in 2003 and operates from The Swillett Social Club situated in Chorleywood, Hertfordshire. All children share access to a secure enclosed outdoor play area.

It is open Monday to Friday and has flexible attendance arrangements. The breakfast club operates between 7.30am and 9.00am and the after school club from 3.15pm and 6.15pm during term time only. A walking service is provided from Chorleywood Primary School and transport is arranged from the Russell School. A holiday playscheme offers part-time sessions through to an extended day to children from the local area with opening hours between 8.00am and 6.00pm. The club offers provision for children with special educational needs and/or disabilities and the premises is fully accessible.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the club at any one time. There are currently 102 children from four to 11 years on roll, of whom nine are in the early years age range. The inspection took place during an after school club session when one child in the early years age group was present.

There are four members of staff, three of whom hold early years qualifications to at least level 2 and one is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a reasonable knowledge of each child's needs although this is not always used effectively in planning individually to support their learning and development. Children's welfare is generally promoted well. They are kept safe and secure because staff are sufficiently knowledgeable about and follow appropriate safeguarding procedures although a requirement with regard to safeguarding training is not fully met. Some positive partnerships exist between parents and the schools that children attend and children's regard for others is high. Steady progress has been made to develop some areas of practice recently through a general review of procedures following the introduction of the Early Years Foundation Stage. The setting is also beginning to consider self-evaluation as an ongoing tool for further review and improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that the designated person to take lead responsibility for safeguarding children attends a child protection training course (Early Years Register). 30/04/2010

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

- review the range of food and drink offered to ensure they are consistently healthy, balanced and nutritious, and ensure drinking water is available at all times
- strengthen the key person system and ensure observations of children are used to assist in planning challenging experiences that are tailored to meet children's individual needs and complement other Early Years Foundation Stage provision
- develop self-evaluation and quality improvement processes as the basis ongoing internal review.

The effectiveness of leadership and management of the early years provision

Safe recruitment, vetting and induction procedures are followed to ensure that staff are suitable and sufficiently knowledgeable to carry out their jobs. Records to support procedures are adequately maintained. The manager informally reviews the performance of her staff to identify any training needs and encourages them to complete appropriate qualifications as required. Arrangements for safeguarding children are sound. Staff follow correct procedures to protect children's welfare and have secure knowledge of how to recognise when children may be at risk of harm. They have completed an online Local Safeguarding Children Board training module to update their knowledge of current procedures but the designated person to take lead responsibility for safeguarding has yet to complete an appropriate child protection training course. Further procedures for promoting children's safety, welfare and health, such as risk assessments and attending to children's individual health needs, are implemented effectively.

The manager continues to take appropriate steps to improve practice where this has been highlighted previously such as tightening up on vetting of staff and improving some records and documentation. Attention has also been given to becoming more familiar with the requirements of the Early Years Foundation Stage. For example, the manager is keen to seek out suitable training in how to further promote equality and diversity. Although self-evaluation as a means to identifying what needs to be done to secure further improvements is only just emerging, the club is beginning to involve staff in reflecting on what they do and thinking about how this can be used to plan further improvements in the future.

The club recognises the value of partnership working. Staff forge appropriate links with the schools from which children attend. They communicate closely about collection and drop-off arrangements and establish clear safety procedures to protect children as they move between the settings. Any personal issues that come to light concerning a child's welfare are duly followed up and discussed with school staff to ensure that their individual welfare needs are met. Partnerships with parents are sufficiently robust. They are provided with a range of information about the club's policies and forthcoming activities and enjoy daily discussions with

staff at the end of the day. Feedback from parents is overall very positive. However, more comprehensive arrangements to involve parents in supporting their children are lacking. They are asked to provide only minimal information about their children and do not have regular opportunities to share information that is relevant to supporting children's development, particularly as they settle in to the club.

The quality and standards of the early years provision and outcomes for children

Staff have adequate knowledge of how to implement the Early Years Foundation Stage within a play setting. The youngest children are assigned a key person on starting who is responsible for helping children settle and monitoring their progress. However, staff are not consistently clear about the purpose of observing children in order to plan for their individual needs and do not share information with other providers of the Early Years Foundation Stage in order to strengthen their knowledge of how well they know and understand the children. Despite this, children are secure in the company of the staff and positive relationships amongst children of all ages and from different schools are evident. Play and activities on offer are fun whilst also helping to promote positive outcomes for children. The staff effectively help children develop their confidence and behave in responsible ways throughout daily routines and play. For example, children are given responsibility for setting the club's 'Golden Rules' which they adhere to and understand very well. They talk enthusiastically and with pride about why these rules are important in helping keep everyone safe and happy. Consequently, their behaviour is very good, which creates a calm atmosphere and strong sense of belonging and community. Furthermore, children demonstrate confident understanding of safety procedures such as the reason for wearing high visibility waistcoats as they walk between school and the club and what action to take in the event of an emergency evacuation of the premises.

The indoor environment is comfortable and welcoming. Children quickly settle on arrival, select their own resources and decide what they would like to do. There is an appropriate balance of adult-led activities and child initiated play. Staff are well deployed to assist where needed without taking over from the children. Younger children are supported when required to play board games where they learn to take turns and work well together with others. At other times children are happy to engage in imaginative play with older children where they can develop their independence and own ideas. Staff recognise when children may be tired or need to let off steam by organising appropriate activities. For instance, a film and popcorn night allows children to rest quietly in a homely environment whilst indoor team games provide opportunities for children to be physically active. Children operate simple technology when using headphones to listen story cassettes or playing some electronic games. Good listening and communication skills are further supported as they listen and respond to staff at registration time and portray their imaginative ideas through drawings and writing about fantasy characters inspired by the author 'Roald Dahl.'

Children's health and wellbeing are promoted sufficiently well. Children use fun

activities to learn about the benefits of good nutrition on their health such as making fruit kebabs and creating and displaying models of fruits. However, the light meals and snacks provided are not consistently well balanced as some days children eat healthy fruit with their sandwiches and other days are offered cakes, biscuits and cereals that are high in fat and sugar. This gives mixed messages about what constitutes a healthy diet. Children are able to choose their preferred sandwich fillings and drinks during meals but at other times have to ask staff for a drink of water, which limits children's independence in making choices. The outdoor area is generally used only in fine weather and during holiday play scheme sessions. It is adequately equipped to allow children to explore and be exuberant in a safe environment. Children attending the play scheme sessions have further opportunities to learn about and explore the natural world in the local and wider communities by taking part in nature walks around the local woods, using the local play park and visiting museums. Visitors to the club also help develop children's understanding of diversity and difference. For example, a visit from a local charity for the blind allowed children to imagine what it is like to be blind and to explore some Braille alphabet resources. Further planned activities allow children to find out about cultural differences through celebrating festivals such as Chinese New Year.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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