

Jump for Joy (Coteford) After School Club

Inspection report for early years provision

Unique reference number	139205
Inspection date	21/10/2009
Inspector	Vicky Turner
Setting address	Coteford Junior School, Fore Street, Eastcote, Pinner, HA4 9PQ
Telephone number	07958 544389 (Mobile)
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Type of setting	Childcare on non-domestic premises

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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

Jump for Joy after school club and holiday scheme was first registered in July 1997. It operates at Coteford Junior School in Ruislip. They use the main hall and two adjacent play rooms. They have use of a small kitchen area and nearby toilets. The after school club serves the infant and junior school. The infant school is off-site, two designated staff members collect the children and bring them to the club. The holiday scheme serves the local community. The after school club operates term time from 15.30–17.45. The setting has 48 registered places with no more than 24 children at any one time. There are currently 35 children from four to 11 years on roll, six of whom are in the Early Years Foundation Stage. The holiday scheme operates specific weeks during the school holidays from 08.30–17.30. The provisions support six children with special educational needs and/or disabilities.

The provider employs staff from a variety of backgrounds and qualifications. Two members of staff hold a Cache level 3 in Playwork, one holds a Cache level 2 and training level 3. One holds Higher Level Teaching Assistant at level 4. Four members of staff are trained in first aid at work and six trained in Paediatric Basic Life Support. The setting is registered on both the voluntary and compulsory parts of the Childcare Register and the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is an inclusive setting which is accessible to all. Staff's knowledge of the Early Years Foundation Stage is satisfactory but systems for planning, observation and assessment are in the early stages. Effective partnerships with parents promote children's welfare, learning and development. Partnerships with settings that the children attend have been formed, however information sharing is not yet fully embedded. The on-going self-evaluation process means that the setting knows exactly what needs to be done to improve and therefore its capacity to improve is good.

What steps need to be taken to improve provision further?

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

- continue to develop staff expertise in the Early Years Foundation Stage so as to improve the quality of provision
- further develop systems for planning, observation and assessments to enable accurate assessments of children's progress towards the early learning goals
- provide a computer/laptop to enable children to develop their skills in Information and communication technology and to support their learning
- develop better systems for information sharing with settings that the children attend, to aid children's welfare learning and development.

The effectiveness of leadership and management of the early years provision

The setting is managed satisfactorily so children are well cared for in a safe and secure environment. Effective safeguarding policies and procedures mean that children are kept safe. Adults are thoroughly vetted to ensure that they are suitable for working with children. Yearly and daily risk assessments minimise potential dangers, keeping the children safe. There are effective policies to eliminate discrimination. The managers satisfactorily embed their ambition and continue to seek further improvements. Books depicting different homes, different people, and the celebration of various religious festivals, contribute to the children's awareness of cultural differences and the society in which they live. There are two male members of staff and staff from different ethnic origins. The club benefits from the use of the school's large hall and two adjacent playrooms with a small kitchen area and nearby toilets. The good range of quality toys and equipment conform to safety standards and are checked regularly. Equipment of varying sizes means that all children, irrespective of their age can access them and fully participate in activities on offer. Staff are effectively deployed so that children are well supervised at all times, both indoors and outdoors.

Parents' and children's views are taken into consideration and all members of staff are involved in regular and good self-evaluation procedures/processes, resulting in identified areas for improvement. These include purchasing a laptop and on-going staff training to develop staff expertise on the Early Years Foundation Stage. Recommendations from the previous inspection have been addressed and the registers have been updated to ensure that arrival and collection times are recorded. Staff now share a consistent approach to managing the children.

The setting effectively engages with parents and carers who are well informed about their children's welfare and progress. They feel that 'the staff are very approachable and friendly' and the children 'really enjoy their time at the club.' The club has satisfactory links with the school, other after school clubs and holiday club settings. However, effective systems for information sharing are not yet fully established.

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

Children engage in self-initiated and free play. Play workers have had recent training in the Early Years Foundation Stage and this is partly in place. The key person system ensures that children's welfare needs are met. Key persons have begun to observe and plan for individual children's needs which is recorded in their individual learning journeys with next steps identified. This is, however at its infancy stage. Parents are beginning to contribute to their children's learning journeys which include observations, and some photographic evidence of their progress.

Children learn about 'Road Safety' and 'Stranger Danger'. They play safely showing

concern for one another and know how to vacate the building in case of a fire. A password system is used when a child is collected by another adult. The club has access to the school's extensive playing field so children are encouraged to participate and engage in outdoor active play on a daily basis. The club has an active sports programme which includes cricket, hockey, rounders, football and volley ball. A healthy eating plan is followed and individual dietary requirements and allergies are well catered for. Children enjoy fresh fruit and drinking water is offered. Healthy eating is encouraged through various cooking activities and during snack time. Children develop their knowledge and understanding of the world by growing vegetables in the garden, which are then used during cultural cooking. They learn about the seasons and how things grow. Children are encouraged to dispose of tissues appropriately to minimise the spread of infection.

Children benefit from a combination of exercise, rest, healthy food and relaxation. They develop their creativity through a variety of arts and crafts activities such as junk and clay modelling, painting, printing and tie-dye. Easter egg hunts, scavenger hunts, dancing and talent shows means that children have a lot of fun, achieve satisfactorily and enjoy their time at the club.

Children work collaboratively with other children of all ages and from different cultural backgrounds. They make a den together, solving problems and making choices. Older children support a younger child when making musical instruments. A range of dressing up clothes, dolls and a pirate ship provide opportunities for role play and support communication, language and literacy skills. Children have access to a keyboard, an x-box, a camera and a video camera but do not yet have access to a computer. Adults are consistent in their approach to behaviour management. As a result, children know what is expected and behave well. Good behaviour is praised and rewarded with certificates. Team games develop co-ordination, co-operation, sharing and taking turns. Children make a positive contribution to the wider community by raising money for children in need.

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	2

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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