

Jiminy's After School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Jiminy's After School Club was registered in 2009. It operates from a room in Storrington County Primary School, Storrington, West Sussex. All children have access to an enclosed outdoor play area. A maximum of 16 children in the early years age group may attend at any one time. There are currently 25 children on roll, of these, three are in the early years age group. The club opens from 3.15pm to 6pm in term time. The club also offers care to children aged over five years to 11 years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently all children are drawn from the host school. There are three members of staff, of whom, one holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an understanding of each child's needs and effectively support most welfare and learning requirements. This means that children enjoy their time at the club. They independently select their preferred resources and play activities, and make progress in their learning and development. The organisation of the environment means children feel secure and comfortable, and safety aspects are of a satisfactory standard. Partnerships with the host school and parents are effective and this supports the continuity of the children's care. The provider evaluates some aspects of the club and has ideas for future developments.

What steps need to be taken to improve provision further?

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

- ensure children have adequate drinking water
- develop a robust system for self-evaluation and quality improvement in order to improve the outcomes for children
- develop staff knowledge and understanding of diversity issues in order to support children's play and learning experiences.

The effectiveness of leadership and management of the early years provision

The staff have a satisfactory knowledge of safeguarding and this means that children are protected. They understand how to recognise, record and report any concerns about their welfare. Safe recruitment and vetting procedures are in place and this means suitable staff work with the children. Staff are appropriately deployed and this means children are supervised as they choose whether to play in or outside. The provider has the required procedures and documentation for the safe and efficient running of the provision. Risk assessments mean that hazards are minimised and children are protected from harm during their time at the club

and on outings.

Play areas support the children's development and they learn to be independent and make their own decisions about their preferred activity. Resources are suitable for the age and developmental stage of the children and they learn how to respect resources and minimise their waste.

The provider strives to provide a service that is inclusive for everyone. Although children take part in some activities that promote an awareness of equality of opportunity, staff have a limited knowledge and understanding of some aspects of diversity. The provider understands the value of working alongside other agencies and parents to support children with special educational needs and/or disabilities.

Partnerships with parents are suitably promoted and they appreciate that their children have a free choice at the club and can relax after their day at school. They know about the provision through a prospectus, newsletters and daily verbal communication. When a child starts, parents give details of their child's hobbies, specific interests and dietary requirements and this means that each child's needs are met. The club works in partnership with the host school and they exchange information about the children, for example, topics the children study at school; this supports the continuity of the children's care.

The provider and staff are motivated to further improve the provision. Each week they monitor some aspects of planning and development in order to improve and extend the children's play experiences. Although there are no formal systems for self-evaluation and quality review, the setting knows some of their strengths and staff have ideas for future developments.

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

Children have fun at the club. They take part in a range of play activities which help them to progress towards the early learning goals. Staff knowledge of the Early Years Foundation Stage framework coupled with their interaction helps children to develop their personal and social skills, such as, playing alongside other children and becoming independent. Staff plan activities and set up resources that interest the children. They use informal observations for future ideas, such as, when children show an interest in playing hide and seek; this is incorporated into future play activities. Learning journals demonstrate that children make progress. Observations in the six areas of learning help staff to support future activities. The setting knows about individual needs and young children enjoy suitable experiences, for example, outdoor play with water activities and wheeled vehicles. Children develop their skills of talking and listening, for example, a young child enthusiastically explains how he cuts out a hat and flip flops for his imaginary balloon person. Children choose to do role play activities, such as shopping, and are keen to play alongside older children. They learn about numbers in a fun way and count the spots on a large die or join in a game of hopscotch. Staff respond to children's requests and support their play, for example, when they want to create a den or listen and dance to music. Children are secure in the club and select their

own junk resources from an adjoining area. They begin to form relationships with children of different ages and play alongside other children. They are confident to seek advice from staff and respond to their praise. Children behave well and demonstrate they are beginning to develop their understanding of right and wrong. They learn about some aspects of diversity, for example, the club displays a welcome poster in different languages.

Children play in a safe and secure environment. After school, staff escort them to the building and, at the end of the session, parents and carers collect them from inside the room. The register of attendance, record of visitors and key worker system help children to be safe and secure. Children learn to keep themselves and others safe, through gentle reminders, such as, when they use scissors or move tables to make a den. The accommodation and resources are suitable. There are inside areas for relaxation and outside facilities mean children enjoy physical play.

Children begin to understand about healthy lifestyles. Personal hygiene routines include using hand wipes and antibacterial gel before eating. Children engage in physical activities, such as, dancing, bouncing a ball inside and an obstacle course. This means they develop their coordination skills. The provision is aware of individual dietary needs and children have healthy snacks. They enjoy choosing different types of fruit to make their own kebabs. Although children have access to a jug of water and beakers, there are not adequate systems to ensure children have enough fluids.

The club helps children develop their skills for the future. They learn to communicate their wishes to adults and concentrate on play activities of their choice. They are beginning to develop cooperation skills and learn to negotiate with their peers. Children take part in events at the host school, for example, they thread bracelets and make gift tags to sell at the Christmas event. This means they are beginning to understand different aspects of the society and environment in which they live.

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

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| 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

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|--|---|
| 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

| | |
|--|---|
| 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

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| 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 | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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