

Jousters at Sheredes

Inspection report for early years provision

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Inspection date 09/02/2010
Inspector Alison Reeves

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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

Jousters at Sheredes Primary registered in September 2009. It operates from the dining hall, classroom and the grounds of Sheredes Primary School in Hoddesdon, Hertfordshire. The setting is open each weekday from 7:45am to 8:50am and from 3:10pm to 6:10pm during term-time.

The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend the setting at any one time. There are currently 45 children on roll aged five to 11 years, with six in the Early Years Foundation Stage age group attending various sessions. The club is open to all children attending Sheredes Primary school. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are five members of staff working with the children including the manager. Most members of staff have relevant Early Years qualifications. The manager has a Level 3 qualification, one deputy manager has a Level 3 qualification and the other is working towards Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers a welcoming and inclusive environment which ensures children feel valued and develop respect for themselves and each other. The individual needs of most children are met because staff recognise that they are unique. Consequently most children make suitable progress in their learning and development. Positive partnerships with parents, carers and in particular the school also help children to feel secure. The provider is beginning to identify the setting's strengths and areas to improve and is very willing to implement any improvements to the provision for the children.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 31/03/2010

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The setting is suitably managed and benefits from having a staff team who work well together. Comprehensive policies and procedures are in place to ensure the safe and efficient running of the setting. For example accident and medication records help to ensure that children's health needs are met. Children are safeguarded well because of the robust recruitment procedures and clear understanding of staff in relation to children's safety and well-being. Staff are vetted and maintain an up-to-date knowledge of child protection issues through regular training thus enabling them to seek advice if they have any concerns. Staff carry out regular risk assessments of the premises and a routine daily safety check to ensure that the play environment is safe for children. A good range of easily accessible resources support children in enjoying their time at the setting. For example, the selection of construction materials where children spend several sessions making complex models of their own design.

Partnership with parents and carers are valued and staff take time to engage with them on a daily basis sharing information about their child. Parents also provide information about their child's care needs when they begin attending the setting. Strong links with the school ensure children have a smooth transition between settings and some continuity and consistency between the two supports children in feeling confident and secure.

Staff are committed to promoting equality and recognising diversity across the setting. They are sensitive to children's individual needs and are particularly concerned to ensure that children can learn about the society they live in. For example they learn about the needs of others through involvement in events like Children in Need.

The proprietor has ambitious plans for the setting and is keen to provide a relaxing environment where children are given flexible play with complete free choice in how they wish to spend their time. They believe that as long as children are abiding by the simple club rules they are free to play with and do whatever they choose. The settings ability to reflect on and evaluate its practice is in its early stages. The proprietor has begun to identify the main strengths and weaknesses and includes the children's views but is less able to bring about significant improvements and realise its vision because parents and staff are not fully involved in this process.

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

Children are happy and enjoy being in the setting, they settle quickly and are engrossed in activities. Children are safe in the setting because steps are taken to provide dedicated secure spaces for play. They are learning about keeping themselves safe when they move carefully and keep walk ways clear to help

prevent accidents. They feel safe and secure because of the effective trusting relationships that are established. Children are aware of hygiene considerations which minimises the risk of cross infection, for example they readily go to wash their hands before eating. They enjoy a variety of very healthy snacks such as fruit and vegetables. They are keen to join in with physical activities both in and out of doors such as dancing and ball games. A good balance of activities gives children the opportunity to be busy or to take time to relax.

Generally children are making suitable progress across most areas of learning. However less attention is given to monitoring and recording children's progress towards the early learning goals. Consequently, whilst activity plans are built around children's interests they do not always take account of what children need to do next. Nevertheless children learn some language and numeracy skills when they interact and negotiate with each other and the staff during role play. For example when pretending to run a cafe they plan a menu listing a variety of dishes and decide on the price of each meal. A range of table top games, such as snakes and ladders enable children to participate in turn taking and problem solving. Children are creative using craft materials such as collage and making up complex stories with small world play items. Children are adept at using electronic equipment and games which also contributes to them developing appropriate skills for the future.

Younger children in the setting are able to take part in activities confidently because adults act as advocates and value their individuality. Children are introduced to the wider world through celebration of popular cultural festivals such as Chinese New Year. Staff make use of a variety of resources including books and food to talk about diversity with the children, consequently they are learning to show respect for themselves and others. Children behave very responsibly and respond quickly to instructions from staff. Children work well together in groups and are confident to work independently. They learn to make a positive contribution to the setting as they understand the rules and support each other in the implementation.

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	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	3
The effectiveness of partnerships	2
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	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