

CJ's PLAYCARE

Inspection report for early years provision

Unique reference number	322106
Inspection date	11/03/2010
Inspector	Tony Anderson

Setting address	CJ's Playcare (Methodist), The Methodist Junior and Infant School, Field Lane, Thornes, West Yorkshire, WF2 7RU
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Telephone number	07740 178660
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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).

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

CJ's Playcare is privately owned and managed and has been registered since 1994. The provision offers wrap-around, before and after school, and holiday care which are situated in the mobile classroom and main hall of The Methodist Junior and Infant School in Thorne, near Wakefield. Children have access to a secure enclosed outdoor play area. A maximum of 40 children under eight may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 11 years. The before and after school club is open Monday to Friday from 8am to 9am and 3.30pm to 6.00pm during term time and from 8am to 6pm during school holidays. Early years wrap-around care is offered each weekday from 9am to 11.30am and 1.00pm to 3.30pm term time only. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 107 children on roll. Of these, 62 are under eight and of these, 25 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those with English as an additional language. There are 14 members of staff, most of whom have attained appropriate early years qualifications. Of these, one holds level 5, six have attained level 3, five hold level 2 and two are unqualified. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Effective care and welfare systems are in place and these help to support young children. Occasional observations of young children are used to monitor and record their chosen activities, but the information gained is not sufficiently utilised to identify and act upon their next steps of development. While management demonstrate a satisfactory overall capacity for future improvement, the process is not sufficiently linked to the clear identification of the setting's strengths and areas for development. As a result some of the records required for the safe and efficient management of the provision are not fully in place. Partnership with parents and regular, though informal, contact with the host school's Foundation Stage management is satisfactory.

What steps need to be taken to improve provision further?

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

- improve the setting's systems and procedures for the regular monitoring and identification of its strengths and areas for development and ensure this leads to continuous improvement
- improve the use of observations and the methods of evaluating children's progress in order to clearly identify and act upon each child's next steps of development in the six areas of early years learning
- ensure that the regular risk assessments of the main activity rooms and

associated equipment and resources are consistently documented and that regular evacuation drills are carried out and recorded.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Appropriate vetting systems and ongoing staff development are consistently undertaken to ensure that staff are appropriately qualified for their early years roles and responsibilities. Most welfare policies and care procedures, such as first aid, help to support children and keep them safe. However, the regular risk assessments of the site and resources are not consistently recorded, and emergency evacuation drills are not undertaken regularly enough to ensure that all children are familiar with the procedures.

Parents say they are happy with the setting's management and that their children enjoy their visits. Management employ informal systems of self-review and assessment to monitor the success of the provision. They have recently identified the lack of a key-person system and appropriate procedures have been introduced to add further support to young children's development. However, these informal systems of self-review are not yet providing sufficient and effective identification of the key strengths and areas for development in the Early Years Foundation Stage framework. The promotion of equality and diversity is in evidence through posters around the setting and in the way celebrations, such as the recent focus on the Chinese New Year, are promoted by the setting's staff. Inclusive practice helps to ensure that all children feel welcome and valued. The setting's management demonstrate a satisfactory capacity for further improvement.

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

Young children enjoy their visits to both the out-of-school club and the pre-school. They behave well and are appropriately supported by the dedicated staff. In the out-of-school club a noticeboard lists the available activities on offer to children. These include board games, arts and crafts projects, role play, dressing up games and outside play facilities designed to develop physical skills and to provide support to healthy lifestyles. The pre-school unit has a similar noticeboard but the planning files attached to it are a little more structured, and list daily activities designed to stimulate young children and to promote their development.

Children in the out-of-school club make good use of the large space to play games with their friends and some enjoy watching a DVD on the large television screen. They eagerly join in a game of 'Simon Says' and this creates an atmosphere of fun and laughter before it is time to turn their attention to the day ahead. In the pre-school unit, children are well managed by the attentive staff who are on hand to promote planned topics of interest while offering children a range of personal choices as the day progresses. Positive use is made of the secure external facilities

to promote young children's physical skills and to allow them to run about in the fresh air. The walls in the pre-school setting add support to diversity and inclusion through children's drawings and posters, and a Mother's Day display which includes cards designed by children with support from the staff.

All children, in both the out-of-school club and the pre-school, are valued members of the setting and staff take time to offer help and support when it is required. Children make satisfactory overall progress in their learning of future skills because recorded observations of children are gradually starting to be used to monitor their progress. However, although these are also shared with parents and the host school's Foundation Stage management, they are not yet fully utilised to consistently identify and act upon each child's next steps of development.

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	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

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