

Jungle Club

Inspection report for early years provision

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Inspector Fiona Robinson

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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

The Jungle Club opened in 1991 and is run by a committee. It operates from the school hall, a classroom, playground and two mobile classrooms within Whittington Community Primary School. It also has the use of the school field and outdoor area. There is disability access to the setting. It is situated on the outskirts of Whittington village and serves families from the village and surrounding area. The group is open weekdays from 7.30am until 8.40am and 3.15pm until 5.45pm during term-time only.

The club may care for no more than 40 children between three and eight years of age. It also takes children up to the age of 11 years. There are currently 79 children on roll, of whom 14 are under five years of age. There is provision for children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 11 staff, of whom six hold appropriate childcare qualifications. Two staff are working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Activities are well-organised and children are fully included in a wide range of activities. Children are very well cared for in a welcoming environment and achieve well. There are excellent partnerships with the host school and parents, and information is shared effectively. The manager and the staff clearly identify strengths and areas for development and there is a good level of commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the system for recording the achievements of the youngest children
- develop forest school provision in the setting.

The effectiveness of leadership and management of the early years provision

Children's safety is protected at the highest levels, because staff have an excellent understanding of safeguarding and child protection procedures. They carry out risk assessments regularly to ensure children are safeguarded from harm.

Comprehensive policies and procedures are fully implemented to ensure children's safety. Staff are deployed very well and children are supervised at all times.

Excellent use is made of the outdoor play areas and children are provided with a wide range of equipment that is safe and suitable for their age. The setting is very secure and there are rigorous systems in place for the collection of children. There

are also robust systems in place for staff recruitment and vetting. Fire evacuation drills are practised regularly to ensure children's safety.

Partnerships with parents and carers are excellent. They are welcomed into the setting every day. Feedback from parents is very positive. They say that the setting is well-led and managed and their children enjoy coming there. They are kept well-informed of the club's activities and special events via informal discussions, comprehensive newsletters and the parent's notice board. Feedback of welfare and developmental information is given regularly. Staff have introduced a new system of recording progress, providing a summary sheet of the children's learning journeys to share with parents and the school. Staff are experienced in caring for children with special educational needs and/or disabilities and liaise regularly with staff at the school and children's parents. They ensure there is a smooth transition to and from the school. The relationship with the host school is outstanding. Information is shared very effectively and the setting benefits from the use of its facilities, including the ICT suite and the outdoor environment.

The club is well-led and managed. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. The views of parents and children are valued and taken into consideration when identifying priorities for development. Staff ensure that imaginative use is made of resources to meet the needs of the children. They actively promote equality and diversity to a very high standard. Children achieve well and there is excellent inclusion of children in a wide range of activities. Staff meet regularly and demonstrate a firm commitment to the development of good quality practice. They identify what works well and outline areas for improvement, such as developing forest school provision in the outdoor area of learning to enrich children's learning experiences. They also recognise the need to develop the recording of achievement for the youngest children. Good progress has been made in addressing the recommendations of the previous inspection. In particular, the setting has increased children's independence in snack time at the cafe table, including children making their own snacks. Staff work well together as a team and regularly access relevant training courses to enrich their qualifications.

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

There is well-planned play and all children achieve well in their activities. Staff provide a varied range of activities. They include children in the planning process and take account of their interests. Staff record children's reactions to the activities that have taken place weekly in their reflective diary records. They are also developing the individual records and learning journeys for the youngest children.

Children have a good understanding of keeping healthy. They have opportunities to participate in a good range of physical activities in the playground and playing fields. They enjoy playing football, skipping and joining in organised games. They learn the importance of exercise and how to lead a healthy lifestyle. Children have healthy snacks and enjoy sociable meal times. They are keen to make their own sandwiches and choose healthy fillings. They learn how to decorate cakes and

make healthy fruit cocktails. They develop an excellent understanding of how to stay safe. They learn to use equipment safely as they create colourful collages and make pancakes. They benefit from talks on safety, including e-safety, and use computers regularly to solve problems, practise their numeracy skills and to research information. They are also encouraged to be involved in risk assessments.

Children have excellent relationships with staff and each other. They behave very well because staff are excellent role models. They play very well together showing concerns for others, sharing equipment sensibly and taking turns in playing games. They behave very well because staff are excellent role models with clear expectations. They are very well-motivated by a wide range of activities and experiences. They helped to assemble and write the club rules that are displayed on the notice board.

Children are keen to come to the before and after school club and respond well to the high level of care and support given by staff. They show an interest in tabletop games and enjoy practising their computer skills in the ICT suite. They use the photographic catalogue of resources and equipment to help them to select appropriate resources for their activities. They are keen to build dens and make models. They enjoy glass painting and creating collages out of pasta and materials. They designed their own football shirt and scarf for a Sports Relief Challenge. Their creative skills are skilfully developed by staff, resulting in good quality displays, such as the one on their recent topic of 'textiles'. Festivals such as Diwali, Mother's Day and Easter enrich the children's experiences and children are fully included in these activities. The children made a wonderful dragon for the Chinese New Year and enjoyed food-tasting and created an imaginative dragon dance. They enjoy sari wrapping and role play and their independence is actively promoted because resources are easily accessed, enabling them to make good choices and decisions. They enjoy fundraising activities. Overall, there is enjoyment, because staff have created a stimulating environment. Children are well-prepared for life outside the school day and future learning experiences.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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