

Jigsaw's Kids Club

Inspection report for early years provision

Unique reference number

EY413387

Inspection date

03/12/2010

Inspector

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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

Jigsaw's Kids Club is owned by a private limited company and was registered in July 2010. It operates from two rooms in a primary school based in Featherstone, Wolverhampton. The club is accessible to all children and there is a fully enclosed area available for outdoor play. The club serves the local area and has strong links with the school.

The club opens Monday to Friday all-year-round. Sessions are from 7.45am to 8.45am and from 3pm to 5.45pm during term time and 7.45am to 5.45pm during school holidays. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the club at any one time. There are currently six children attending who are within the Early Years Foundation Stage. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs five members of childcare staff and all of these hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the welcoming, inclusive setting that provides opportunities for children to relax and participate in leisure activities following the rigidity of the school day. Children have access to an organised and secure environment where they choose from a varied range of activities that challenge and hold their interest. Partnerships with parents and relationships with other providers of the Early Years Foundation Stage are being developed to ensure a high standard of inclusion for all children. Policies and procedures are well planned, reviewed regularly and implemented. Evaluation procedures are in their early stages as the setting is currently reviewing their practice to monitor the care and education of children, however staff are committed to improving their skills by regularly attending training and identifying areas for future improvement.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 10/12/2010

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

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Safeguarding the children and ensuring their safety are priorities within the club. Careful checks are made of the premises, staff and any visitors to ensure that this is fully maintained. Staff have a sound knowledge and understanding of their roles and responsibilities with regard to safeguarding and protecting children. The current staff team have been vetted appropriately to ensure they are qualified, experienced and suitable. Staff in the club know the children's individual characters very well. All relevant policies and procedures are in place, however one aspect of documentation is missing, that is information regarding legal contact and parental responsibility for the children. This potentially compromises children's welfare.

Staff communicate positively with school staff for further guidance and support in the planning and assessment processes for the children in the early years age range. This demonstrates a good capacity for making further improvement. The provider and her staff are able to clearly identify the club's main strengths and prioritise areas for future improvement. However, they have not yet begun to record this formally or consider how to attain and use parents' views and opinions to contribute to the evaluation process. They do, however, engage with the children who have input into the planning of activities and the setting of club rules and boundaries within the daily operation.

Staff commitment and skills mean that children's experiences indoors and outside are linked at times to activities they have followed in school, contributing to a consistent approach particularly regarding equality and diversity. They access a good selection of resources depicting positive images of different cultures, family backgrounds and abilities developing positive attitudes to the diverse community. Each child and their family are highly valued and regarded by the staff. They take time to speak to parents daily to discuss achievements and efforts and to pass on any information from the child's school day. The close working relationship between the club and the school ensures that each child's individual needs are addressed in a consistent and respectful manner.

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

Children in this club are happy, settled and very confident. They arrive in the club, sign in and immediately settle to their chosen activities as they wait for all of the children to arrive. They are polite, friendly, considerate and show very good manners, as older children assist the younger ones in preparing some of the activities. The well-organised start to the club sessions means that children

organise themselves as they sit at the prepared tables to enjoy socialising during their snack time.

Staff are aware of how children learn particularly in a club that focuses on relaxing and leisure. They have a consistent approach to planning and assessing children's individual progress. Children are encouraged to participate in planning by writing their ideas in a 'What I like to do' book. They have access to an excellent and varied range of resources that provide good stimulation and challenge. Children show sustained involvement in their play with age-appropriate toys. They join in purposeful play and exploration both in and out of doors, with a balance of adult-led and child-led activities that fosters active learning. This includes arts and crafts, role play and board games. Physical activity is favoured by the children in the warmer weather as they eagerly access the large school playground with a static climbing frame or create their own team games with balls and hoops. Children develop a strong sense of their own identity, celebrating and discovering various festivals and cultural beliefs, such as Halloween and Christmas.

Children develop skills that help them in their future lives. They now have access to computers and use these for both games and accessing information, under sensitive supervision. Healthy lifestyles are promoted and children follow good hygiene routines, washing their hands before eating snacks. They make healthy choices about what they eat and drink as they independently help themselves to bread and butter to make sandwiches with a choice of fillings, crackers or fresh fruit. Drinks of juice or water are readily available throughout the session. Children use tongs to pick up the bread to avoid germs and cross-contamination.

Past activities have looked at encouraging children to become aware of their own safety as they participate in regular fire drills, discuss road safety and consider 'stranger danger'. Such activities enable children to begin to consider risk taking for themselves as they learn to identify potential hazards. Children's behaviour in the club is very good as they demonstrate good manners and show a genuine consideration for others. They are reminded of the possible consequences of their actions on others, encouraging them to develop a sense of responsibility and an understanding of being polite people in the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
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	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	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	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