

Jousters at Wood End

Inspection report for early years provision

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Inspector Sheila Harrison

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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 Wood End Primary School registered in 2010 and is an after school club which is part of a chain of provisions owned by Jousters PLC. It operates five days a week from 3.10pm to 6.00pm every weekday during term time. It is located at Wood End Primary School in Harpenden, Hertfordshire. It uses a designated room, the adjoining cloakroom area, dining hall and courtyard area, enclosed school playground, occasional use of the school hall and associated facilities which includes a girls and a boys toilet.

Jousters at Wood End Primary School is registered to care for 32 children under the age of eight years on the Early Childcare Register and on both parts of the Compulsory Childcare and Voluntary Register. There are currently 3 children on roll within the Early Years Register and 37 further children within the compulsory and voluntary parts of the Childcare Register. The provision employs four staff, half of these staff hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enjoying their time in the setting and are actively engaged in their play. They make good progress in their learning and development. The setting works comprehensively in partnerships with parents and others to ensure high-quality early education and care. The setting promotes an inclusive environment where staff are well aware and respond to the individual needs of the children. Proficient arrangements are made to ensure the safety of the children. The records and most of the procedures are up-to-date and support the children's welfare. Staff effectively reflect on their own practice and take a worthwhile role in planning future improvements.

What steps need to be taken to improve provision further?

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

- ensure induction training is provided for new staff to help them understand how the provision operates and their role within it. This relates to the child protection procedures
- enhance the observation, assessment and planning systems to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. Staff undertake training in line with requirements and procedures are systematically reviewed. They have the skills and

expertise required to identify and report concerns relating to safeguarding. The reporting procedure and guidance is readily available. The setting identifies dangers, takes steps to eliminate risk and helps children to keep themselves safe. Daily checks on the premises are carried out and furniture, equipment and toys are suitable and safe. Secure maintenance regimes are in place to ensure the safety of the premises and the comfort of the children. Children are aware of the emergency evacuation procedures and they move confidently around the school.

Comprehensive records for the safe and efficient management of the early years provision and to meet children's needs are maintained and effective. The suitability of staff looking after children is ensured with robust recruitment processes, although the induction procedures are not completed in a timely manner and this leads to new staff not being fully aware of what would happen in the event of an allegation being made against them.

Staff are effectively deployed to ensure children are making good progress in relation to their starting points. They accompany children into the playground and join in their games such as basketball. Staff ensure that the resources are appropriately tailored for the individual needs of the children so they can be involved in all the activities. For example, there is a wide range of word search games to suit all abilities. The good use of resources is conducive to the children's learning. Staff ensure that there is ample equipment readily available linked to the children's individual interests. Children independently access the plastic sticky-tape, pens, paper and scissors to make cards for their families.

Staff are successfully promoting equality of opportunity and tackling discrimination. Staff have a good knowledge of each child's background and needs. At the quiet group time, before tea, staff support children to challenge discrimination and consider their own attitudes to people who are different to themselves. They help children to understand the society in which they live as they sensitively acknowledged Remembrance Day.

The setting effectively evaluates the provision; staff are very knowledgeable and highly committed to prioritising the children's welfare and education. Staff regularly discuss and evaluate the routine and activities. They make good use of short courses to update their skills and to improve the quality of the setting. The plans for improvement are well targeted to promote achievement for all children.

There is a very effective partnership with the parents. Staff have a good knowledge of each child's individual needs. They obtain valuable information about the children before they start and through regular discussions with the parents. During the inspection parents were keen to share the strengths of the setting and how their children enjoy attending the club. There are positive links with the school, particularly with the head teacher promoting continuity and progression for children.

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

Children are busily engaged and play happily with toys of their choice. Staff support them to follow their ideas and the current favourite activity is to make woollen pom-poms. Children settle in well. The club manager acts as key person to the younger children and all staff provide sensitive assistance to ensure their needs are supported. Children are making good progress in their learning. Activity plans are built around the areas of learning and the children's interests. The plans are flexible and can be changed easily to adapt to circumstances and this leads to some powerful learning. A recent snowfall gave the opportunity for children to learn about keeping safe and warm as they explore eagerly the properties of snow. Less attention is given to monitoring and recording children's progress towards the early learning goals. Consequently, they do not always take account of what children need to do next.

Children use puppets to create a show and this gives them the opportunity to discuss their feelings and those of their friends. Their physical development is well supported as they use the large play equipment in the school playground to learn to balance and climb. Staff join in the games outside and encourage them to develop their ball skills with a basketball.

Children make positive relationships and behave well. Their requests and comments are seriously considered and new games and toys are purchased following these requests. The older children are actively involved in setting up the new electronic game and they help the younger children to become competent with the controls. Children are happy to join in with the housekeeping tasks and young children enjoy helping the staff to wipe up the tea plates.

Children's health is promoted well. The setting offers freshly prepared, nutritious snacks and meals and has a secure system to ensure dietary and religious requirements are followed. Children are learning about the benefits of a healthy diet as they have a wide range of fruit to choose from on their return from school. At tea time, they choose the filling of their pitta bread with a variety of healthy foods. Children are learning the social conventions of meal times as they have congenial conversations with their friends and the staff. Necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill.

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	3
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