

# Jimmy's After School Club

Inspection report for early years provision

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**Unique reference number** EY233134  
**Inspection date** 03/05/2011  
**Inspector** Alison Kaplonek

**Setting address** West End Kid's Club, Moorgreen Road, SOUTHAMPTON,  
SO30 3EG

**Telephone number** 02380 471 070

**Email**

**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

Jimmy's After School and Holiday Club opened in 2001. It operates from two rooms within the Youth facility in the West End area of Hampshire. Toilet facilities are on the ground floor and there is a fully enclosed area for outside play. The setting opens each weekday from 3.30pm to 6.00pm during term time and from 8.30am until 6.00pm during certain weeks of the school holidays.

The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from West End. The setting has good links with local schools within West End.

The setting is registered to provide care for 26 children from four years to eight years. The setting is able to support children with learning difficulties and/or disabilities and those who are learning English as an additional language. There are currently 41 children on roll. Of these, nine children are in the early years age range.

There are two members of staff including the manager who work with the children. Of these, both have a recognised Early Years or Play work qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the staff work hard to create a bright and interesting environment and provide the children with many enjoyable learning experiences. They successfully meet each child's individual needs well. Children enthusiastically join in with the activities provided, making choices and often instigating their own play and learning. Good evaluation ensures continual improvements are made.

## What steps need to be taken to improve provision further?

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

- carry out regular staff appraisals to identify the training needs of staff and ensure their continuous professional development
- improve the risk assessment to cover anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure knowledge of first aid and child protection issues and how to make a referral if required, ensuring that children are successfully safeguarded. A good range of policies and procedures and accurate completion of essential records ensures children's safety. The committee implement robust systems to ensure that all staff are suitably qualified and appropriately vetted. However, staff do not receive regular appraisals to help identify their training needs and ensure continuous professional development is achieved. Effective daily risk assessments are conducted for the premises and equipment but not yet for use of the outside areas. Successful self-evaluation and the implementation of the recommendations set at the last inspection, ensures improved outcomes for children.

The club welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Staff provide a good range of positive images and resources that help children to gain a positive attitude to differences. They put considerable effort into providing a comfortable and stimulating environment which is equipped with a wide range of easily accessible resources. Many of these are clearly labelled and children enthusiastically help themselves to the play materials they need.

Parents are provided with a wide range of information about the organisation of the setting, the activities provided and the staff and committee, via a notice board and parents pack. They have daily discussions with staff when they collect their children at the end of the day and can see their children's learning journals at any time. Staff build good relationships with parents, schools and other professionals who may be involved with the care of some of the children.

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

Children are happy, confident and secure at the After School Club. They clearly enjoy the activities provided and with assurance and independence make choices from the wide range of resources available. They freely self-select from the craft material drawers, initiate their own choice of craft activity, and enjoy computer games or playing pool. Children are very involved in the everyday running of the club and can request other activities and make suggestions for snacks. They talk freely with staff about what they would like to do and what they enjoy. Older children often help the younger ones and they work together to make large paintings or collages. Younger children are learning to problem solve as they work out how to do puzzles or complete simple programmes on the computers. Effective systems are in place for staff to find out about the younger children's interests and learning needs. They work with the children, their parents and school teachers to provide activities which will extend children's development in certain areas but still provide enjoyable experiences for them as they relax after a busy day at school.

Children's health and safety is assured as they freely access the cloakroom and see to their own personal needs, although staff are available if support is needed. Children know they must wash hands before eating or after using the toilets. They have their own named cups to drink from and enjoy the healthy choice of snacks available. They enjoy the interaction with staff, their friends and their siblings as they sit and eat together. Children have opportunities to play outside and talk about keeping safe when using the shared outdoor facilities. They talk about crossing the roads safely as they walk to the club from school. They are reminded about the club rules and about being careful of other children as they play. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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