

Jesters Childcare Ltd

Inspection report for early years provision

Unique reference number	EY407637
Inspection date	14/06/2011
Inspector	Parm Sansoyer
Setting address	Stanhope Primary School, Keyworth Road, Gedling, NOTTINGHAM, NG4 4JD
Telephone number	01159520411
Email	gailbrown55@tiscali.co.uk
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

Jesters Childcare Ltd is privately owned and opened under new ownership in 2010. The setting operates from Stanhope Primary School in Gedling, Nottingham. It operates from a classroom within the school and also has use of the school library, hall, playground and field. The entrance to the setting is not suitable for wheelchair access as there are a number of steps. However, by arrangement another entrance in the school can be used.

Jesters Childcare Ltd offers day care sessions from 9am to 11.45am and 12.30pm to 3pm and a lunch club from 11.45am to 12:30pm. It also runs a breakfast club from 7.30am to 8.45 am and offers after school care from 3.30pm to 6pm for children attending the host school. The setting is open during the school holidays from Monday to Friday from 7.30am to 6pm, closing only for bank holidays and one week at Christmas. Children attending the setting come from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 50 children in the early years age group from two years to eight years. Currently there are six children on roll for the day care sessions, of whom all are in the early years age group. There are 58 children on roll for the before and after school sessions. Of these, 27 are under eight years and of these two are in the early years age group.

The setting employs four members of staff. Of these, one holds a qualification at level 3 in early years and play work, one holds a qualification at level 3 in early years and holds a qualification at level 2 in play work and two hold a qualification at level 2 in play work. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well due to the warm and caring approach of the staff and the positive relationships that have been fostered with their parents. All children are valued and included and their personal, social and emotional development needs in particular are supported well. Children benefit from a sufficient range of experiences and resources, which are mostly used well to help children make appropriate progress in their learning and development. Safeguarding regulations are met in relation to child protection issues, although, arrangements for minimising risk in the environment are not robust enough. Partnerships with parents and carers and other agencies are satisfactory. An evaluation of the setting's effectiveness is in the early stages and, as a result, it has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it is carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 24/06/2011
- ensure the premises outdoors are made secure and safe, this relates to the access from the playground to the staff car park. (Safeguarding and Welfare) 24/06/2011

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

- organise the environment and resources more effectively to offer more choice and help further support and extend children's development across all six areas of learning
- develop further the planning to ensure the learning intention of activities is clear
- develop and build on systems for monitoring and evaluating the early years provision in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Safeguarding is satisfactory. There are clear, written policies and procedures in place in relation to safeguarding children from abuse and neglect and there is a relevant designated member of staff with overall responsibility. All of the staff clearly understand their roles and responsibilities in relation to safeguarding children. Recruitment procedures are sound, ensuring that all staff are appropriately vetted, qualified and experienced. The environment indoors is safe and children are able to move safely because staff carry out daily checks and minimise any potential risks. Staff are deployed effectively to meet the needs of the children attending and supervise the children well at all times. However, the recent vandalism and removal of the gate in the outdoor area, which leads directly onto the staff car park, means the area is not fully enclosed and therefore this compromises the children's safety. Full written risk assessments are in place for any outings undertaken with the children. A risk assessment of the environment indoors is conducted, however, an annual written record of risk assessment, identifying all aspects of the environment that need to be checked, and detailing when and by whom it was conducted is not maintained. This is a specific requirement of the Early Years Foundation Stage framework which has not been met. All of the other required documentation, records and policies are in place.

Staff provide a varied range of experiences and the level of challenge provided is sufficient to interest and engage children. The indoor environment provides an

appropriate range of resources and activities for most areas of learning. However, these are not always made freely available throughout the session for children to invest their curiosity at their own leisure. Many activities are interesting and inviting and children are broadly content. However, the learning intention of these activities is not always clear and therefore, learning opportunities are not always fully extended. Staff make regular observations of what the children do and enjoy and are beginning to use this information to guide their planning to help identify the children's next steps in learning. Staff clearly enjoy being with the children and work well together and this brings about a relaxed and caring environment for children. Self-evaluation is largely undertaken by those in charge and identifies most of the strengths and weaknesses of the early years provision. A written self-evaluation tool has recently been introduced, to help record and tackle key priorities and to evaluate any changes implemented. However, because it is in its infancy, target setting does not always provide sufficient focus or challenge on what to improve and how this will be achieved.

Partnerships with parents, carers, other settings and agencies are satisfactory. Parents and carers are kept appropriately up to date through regular discussions, newsletters and a parents' notice board. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a secure knowledge of each child's background and care needs. Links with the host school are sound and ensure information about the children is shared to promote continuity of care and education. Links with the children's centre on site and with other professionals are developing to help further meet any additional needs.

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

Children's personal, social and emotional development is fostered well. Positive relationships with the staff help children gain a real sense of belonging. Children become familiar and confident within the environment. More able children begin to increase their self-help skills as they are encouraged to do things for themselves and younger and less able children are encouraged and supported well. Children learn about how to behave by sensitive staff who take into account the children's differing ages, abilities and understanding.

Children increase their language skills as they spontaneously interact with adults, who engage them in conversation and promote their language and communication skills. Close relationships mean children chat freely about what they are doing and their interests. They have regular opportunities to use writing materials indoors and learn to enjoy books, music and singing. Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, use threading laces, puzzles and games. However, practical opportunities for children to explore and investigate concepts, such as weight, capacity and measurement or take part in early scientific experiments, through sand and water play, are not sufficiently incorporated into the educational programme.

Children's knowledge and understanding of the world is developing. Children have some planned opportunities to explore and find out about plants and creatures in the natural habitat as they take regular walks in the school field to learn about their environment. Themed activities about a variety of festivals help children begin to learn about their own and others' cultures. Children develop a sense of place as they learn about their own and others' homes. They have regular opportunities to develop their creativity. Children begin to explore texture as they roll, cut and shape dough. They access a range of paints and arts and crafts activities, but have few opportunities to freely use and explore these resources to further develop their creativity. Children increase their imagination well through the role play area, which is popular with the children.

Children attending the out of school sessions have full use of the day care facilities. They are welcomed into this relaxed environment and decide what to do and mostly play spontaneously. This routine complements the school day well. Children freely access all areas and benefit from a variety of play experiences according to their preference, age and ability. Children attending the holiday club benefit from a broad range of creative experiences and sessions run by sports coaches. They enjoy well planned visits to places of interest and leisure activities. They also benefit from visitors to the club, who deliver a range of workshops, which capture the children interests.

The extent to which children adopt healthy lifestyles is satisfactory. Staff adopt appropriate hygiene practices to prevent the spread of infection. Children begin to make healthy choices about what they eat and drink as they are offered healthy snacks, such as fresh fruit and wholemeal toast. There are regular opportunities for physical play as the children use the shared school playground and field. Children are beginning to learn how to stay safe through themed activities, such as learning how to cross the road safely and 'stranger danger'. Children develop appropriate skills through having satisfactory opportunities to progress in their learning and 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

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

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (also applies to the Voluntary part of the Childcare Register) 24/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (also applies to the Voluntary part of the Childcare Register) 24/06/2011