

JSC Afterschool Club

Inspection report for early years provision

Unique reference number

EY409219

Inspection date

22/06/2011

Inspector

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Setting address

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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

JSC Afterschool Club re-registered in 2010 and is privately owned. The provision operates from Harden Primary School and Harden Memorial Hall situated in the village of Harden in Bingley, West Yorkshire. The provision is registered for a maximum of 40 children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently 57 children on roll of whom two children are in the early years age range.

The provision is open five days a week from 7.45am to 8.45am before school in the school premises, and 3pm to 6pm after school in the Memorial Hall, during term-time only. All children share access to secure outdoor play areas. There are a team of six staff, including the owner and the manager. Of these, three staff are qualified to National Vocational Qualification Level 3 and one staff holds a National Vocational Qualification Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming, child-centred environment. There are effective systems in place to ensure children receive an enjoyable learning experience. Staff support children's development through the provision of activities that are child led according to children's own preferences and interests. Staff plan and organise systems to ensure that children's individual learning needs are met. However, the system of observations and assessments does not fully identify children's next steps of learning as they progress towards the early learning goals. There are positive partnerships established with parents and good links with other providers to promote continuity of children's welfare and learning. The system for the evaluation of the quality of the provision is effective to target future plans to secure improvements.

What steps need to be taken to improve provision further?

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

- record the details of evacuation drills and any problems encountered
- use observations to identify next steps of learning to assess children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because there are effective procedures in place that ensure staff fully understand their roles and responsibilities for safeguarding children. Staff are fully vetted, experienced and qualified in all aspects of learning, development and welfare of children. They have good

knowledge and understanding of the learning requirements of the Early Years Foundation Stage Framework. However, the systems for assessing children's future learning needs as they progress towards the early learning goals is limited; and this means that children's progress is not monitored effectively. Staff work well as a team and are deployed according to their own interests, skills and expertise to fully support and encourage the children. Children's safety indoors, outside and on trips is protected through robust and regular risk assessments. Regular fire drills are carried out but written records of the details of evacuation drills and any problems encountered are not recorded. There are detailed procedures in place to maintain children's safety through the provision of safe and suitable furniture, equipment and toys. The owner and manager clearly identify the group's main strengths and weaknesses through staff meetings, staff appraisals and training and development programmes. Records, policies and procedures are fully in place and contribute to the safe and efficient management of the organisation and fully meet the individual needs of the children attending.

There are very positive relationships with parents as they are welcomed and given a friendly greeting by staff. Parents receive a wealth of information about the organisation. There are lots of information boards, photographs, newsletters and access to policies and procedures. Key workers liaise and communicate information for parents about the curriculum and how children are learning through their play. Parents complete evaluation questionnaires and state that they are happy with the service they receive, that children are safe and well cared for. All comments from parents are discussed at staff meetings and changes implemented according to parents' suggestions. Partnerships with other professionals are evident and ensure children are fully supported and that there is continuity of learning and care. Staff link with the teachers at the local primary school. A leadership and management forum has been set up with leaders from other settings in the local area to discuss policies, play principles and anything relevant to the organisation. There are good links with local authority support and advisory teams for quality assurance programmes. This effective liaison enables staff to fully support and complement children's individual needs and interests and therefore promote consistency of care and learning.

Staff fully promote equality and diversity. They ensure children have free access and equal opportunities to use the facilities and be involved in activities throughout the sessions. Children's needs are met in relation to their health needs, medical needs, their different abilities and cultural needs. All families are welcomed and included. Children are involved in activities to celebrate diversity and learn about different cultures, religions and people

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

Children are very happy and settled in the provision. They are making good progress in their learning and development as they can access a wide range of free and planned activities and experiences. The environment is bright, warm, welcoming and child-centred. Children enjoy playing with construction toys, small

world toys, jigsaws, board games and art and craft activities. Outdoor play features daily and children use the outdoor grounds to access fresh air and develop their physical skills. They use large play equipment and show awareness of space and coordination as they balance and climb on the obstacle course. Children lead their own games and play independently or in small groups according to their own choice. Staff are readily available to support and encourage the children, and show them what to do at the various activities. Children are confident and comfortable as they approach staff and are familiar with the routines and rhythms of the session. Children in the early years age range have a 'what I have done at after school club' book which is completed by the key worker. Parents complete all about me information and children fill out a leaflet about themselves and therefore staff can adapt activities to accommodate every child's needs. There are some systems for observing the children during their activities and the system for identifying their future learning needs and progress towards the early learning goals continues to develop.

Children have opportunities to develop their social and independence skills. For example, they sit together during their snack time, chatting to each other, sharing news, and friendships are evident. They make free choices from the range of experiences and equipment that are available. They play creatively and imaginatively as they make dens outside with blankets and materials. They use paints and collage materials to make insects and bugs. Children are provided with a healthy balanced diet and learn about healthy foods and practices through different themes and topics. They learn about good hygiene practices through hand washing before play and before food and they observe staff being good role models as they work to the hygiene policies. Posters are displayed in the setting as a reminder as to why and how hands should be washed. Children understand the importance of keeping safe as they understand what to do in the event of a fire. They are involved in carrying out their own risk assessments and so understand about keeping safe in their environment and the actions to take. They take some risks as they negotiate the steps to the outside area holding the hand rail.

Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children grow with confidence as they learn to make decisions based on thinking things through. They understand what is expected of them at the setting and are involved in developing the club rules to help them understand what acceptable behaviour is for themselves and others. Children are encouraged to join in cooperative play with other children and group games to promote sharing and taking turns. Children are encouraged to talk about their feelings and discuss different families and lifestyles. They are praised and encouraged as they are involved in taking on roles of responsibility. They help at snack time, tidy up areas and help to take care of some of the younger children. Therefore their skills for the future are being developed.

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