

Jellybeans Out Of School Club

Inspection report for early years provision

Unique reference number

EY409405

Inspection date

27/05/2011

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

Jellybeans Out Of School Club registered in 2010. It is a privately run club operating from rooms within St Mary's Parish Centre in Littleborough, Rochdale.

The club is registered on the Early Years Register in addition to the compulsory and voluntary part of the Childcare Register. A maximum of 24 children aged from three to under eight years may attend at any one time. Currently there are 18 children on roll in the early age range. There are 15 children on roll on the compulsory part of the Childcare Register and six children on roll on the voluntary part of the Childcare Register. There is provision for children with special educational needs and/or disabilities and there is provision for children who speak English as an additional language. The club is open on weekdays in term time from 7.30am to 8.50am and from 3.15pm to 5.45pm to provide care for children attending St Mary's Roman Catholic primary school. Depending on demand for places, the club is sometimes open during school holidays.

11 members of staff are employed to work with the children. Of these, eight hold appropriate 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.

A strong feature of the club is inclusive practice, which is firmly embedded in all aspects of the provision. The manager sets high standards and the cohesive staff team meet most of the needs of children in a calm, friendly and relaxed atmosphere. Self-evaluation is an integral part of the provision and staff demonstrate they have good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- develop existing provision for children who wish to relax, play quietly or sleep

The effectiveness of leadership and management of the early years provision

The manager is the safeguarding coordinator and she has devised and implemented effective systems to safeguard children, such as, through the staff's training programmes. There are robust selection, recruitment and vetting procedures in place. Visitors can easily identify staff by their name badges. The friendly, supportive camaraderie between staff promotes a warm and welcoming atmosphere. Staff increase their knowledge and skills through collaborative team work, problem solving, work-shadowing, coaching and mentoring. They are well

supported by the committed and inspirational club manager, who has successfully implemented an effective staff induction and appraisal system to promote staff's personal professional development.

Space, time and resources are effectively organised and used. Before each session begins resources are checked in relation to health and safety. They are thoughtfully arranged to encourage children to use them. Toys, books, materials and equipment are regularly rotated to provide variety for children. Activities are well supported. The inclusive ethos at the club promotes a strong sense of belonging. Staff have in-depth knowledge of each child's background and needs, through an established key person system and through informal networking. This ensures each child's individual and family identities are nurtured, respected and celebrated. Through age appropriate activities, such as, food tasting, art and crafts, music and movement, dressing up and by successfully reinforcing the schools themes and topics, children learn about people's differences. They clearly value their own cultural and religious heritage and as a result they value others and they integrate well with children from other clubs. Staff develop specialist knowledge and skills that enable them to meet the needs of children who have learning difficulties. Children behave exceptionally well and the club is firmly embedded in the wider parish community. There are effective systems for self-evaluation, which highlight areas of the provision to be developed, like continuing to extend the range of resources. Children's requests are displayed at child's height on the Activity Tree.

There are exemplary levels of engagement at the setting. Relationships and working in partnership with parents is highly effective. Staff maintain meaningful relationships with parents and foster trust, openness and respect, whilst keeping the focus on the children's welfare and development. Parents commend staff for the way in which they deliver a consistently good service. Parents are routinely involved in decision making on key matters affecting their children through well-established formal and informal systems, such as, through various parish events held at the club. Staff are highly committed and experienced in interagency working. They take a lead role in establishing and maintaining links with other professionals. For example, they liaise closely class teachers at the school. This promotes a seamless approach to delivering the requirements of the Early Years Foundation Stage. They work collaboratively and successfully through the special educational needs coordinator to meet the needs of children with learning difficulties. They are highly skilled at supporting children whose differing behaviour hinders their learning and development.

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

Staff have secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Staff record observations of children at play to find out about their natural interests, capabilities and preferred learning styles. They track children's progress and link pictorial examples of what children have achieved in

well-maintained learning journals for parents to view. They evaluate stimulating and challenging activities with the children, taking into account their age and stage of development. The information obtained in the children's learning journals is effectively used to plan a broad range of interesting activities, which support children to take the next step towards the early learning goals in the six areas of learning. Teaching methods are effective and, when it is appropriate, staff are able to maintain children's attention for long periods by using soft toys and similar props. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning.

All children show an immense sense of security and feel safe within the setting. Highly effective childcare practices help children thrive in a safe, familiar, stable and predictable environment and this includes the established key person system. Children are fond of their parish priest, who lives next door to the club. He takes a real interest in their overall welfare and he knows children and their families well through school and the club and through numerous parish events. Children are keen to wish him well after a period of ill-health.

Healthy lifestyles are positively promoted when children engage in a wide range of physical activities, both indoors and outdoors. All children are provided with regular drinks and food in sufficient quantities for their needs. Meals are carefully prepared by staff who ensure the menus are varied, nutritious and comply with children's dietary requirements. Food is served in an appetizing way to encourage children to eat five portions a day of fruit and vegetables. Most of the activities at the club are stimulating and challenging. However, some early age children are tired after a long day at school and there is limited provision for them to relax, sleep or play quietly without being disturbed.

Staff respect and value the uniqueness of each child and all children are treated with equal concern. Overall, children's behaviour is exemplary. Children demonstrate an excellent awareness of responsibility within the setting. The concept of sustainability and looking after the environment is promoted exceptionally well. Although there is limited space in the playground, at the side of the club, children have planted bulbs and they take pride in watching them grow. They are keen to recycle materials from home, such as empty cereal packets, which they bring to the club and put in the green barrel to use for model making.

Children are engrossed in their play. For example, they enjoy mask making, board games, art work and various other table top activities in addition to dressing up and playing outside. Children's development in communication, numeracy and literacy and the use of information and communication technology is also good. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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