

Jakeeto Out of School Club

Inspection report for early years provision

Unique reference number	512431
Inspection date	07/07/2011
Inspector	Tara Street
Setting address	St Mathews Meeting Room, St Mathews Church, Wood Lane, Leeds, West Yorkshire, LS7 3QF
Telephone number	0113 293 0507 or 07949 994 569
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

Jakeeto Out of School Club is run by a voluntary management committee and was registered in 1995. The setting operates from the main hall and vestry in St Mathew's Church meeting room each weekday before school and on Mondays, Wednesdays, Thursdays and Fridays after school. On Tuesdays it operates from the hall and music room in St Mathew's Primary School, which is adjacent to the church, in the Chapel Allerton area of Leeds. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 8.55am and from 3.15pm to 6pm term time only.

There are currently 56 children on roll. Of these 17 are under eight years and of these eight are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Of these, two hold a National Vocational Qualification in Playwork at level 3 and one holds a relevant Playwork qualification at level 2. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child settles well and enjoys the stimulating activities in this inclusive and welcoming environment. Staff know the children very well as individuals. As a result each child's needs are met and their learning and development are effectively promoted in most areas. The vast majority of required policies and procedures are in place and consistently implemented so that overall, children's safety and welfare are promoted well. Systems of self-evaluation are accurate and effectively include the views of parents, carers and children, to continuously improve the setting and to plan for further development. Strong working relationships with the host school and parents and carers are well established to promote children's continuity of care and learning.

What steps need to be taken to improve provision further?

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

- put in place a procedure to be followed in the event of a child going missing. (Safeguarding and promoting children's welfare)

18/07/2011

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

- review routines to ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

The effectiveness of leadership and management of the early years provision

The leader and staff fully understand their responsibilities in safeguarding children's welfare. An efficient recruitment system ensures that staff are appropriately qualified and vetted to confirm their suitability to work with children. Detailed risk assessments are reviewed regularly and daily check lists are used to ensure the safety of the environment at each session. However, there is no written procedure in place to be followed in the event of a child going missing. This is a requirement of the Early Years Foundation Stage. Staff do however demonstrate a clear knowledge and understanding of their roles and responsibilities in regards to this procedure. Therefore the impact on children's safety is minimal.

The staff team work very well together. They undertake regular training to extend their knowledge and skills which results in better outcomes for children. Resources, including staff and the available accommodation are deployed well to help maximise children's development and happiness. The committee, manager and staff regularly undertake detailed self-evaluation of the provision. They actively seek the views of parents, carers and children about the setting via questionnaires and ongoing discussion. This information is used effectively to drive improvement and develop clear plans for the future. The setting has responded well to recommendations from the previous inspection, which also demonstrates the aim of the setting to continuously improve.

Staff know the children very well and an effective key person system ensures that each child's individual needs are met. Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued. Strong partnerships with parents, carers and the host school contribute significantly to the good level of children's continuity of welfare and learning. A good range of strategies are used to keep parents and carers well-informed, such as newsletters, notice boards and daily discussions. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the setting.

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

The setting provides an enjoyable and busy environment for children before and after the school day. Staff value children's views and incorporate these in their planning and choice of activities. As a result, children have good relationships with staff and each other. They are motivated by a wide range of interesting activities and experiences. For example, children eagerly participate in dressing up activities where they pretend to be police officers and doctors. They solve problems as they

design and build models with construction materials and experiment with creative art materials when making paper puppets. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They behave well because staff are good role models with clear expectations. They learn to take turns, share play resources and show respect for others. Staff help children develop a positive attitude towards similarities and differences. For example, a good range of resources which reflect diversity are available and staff set a good example of how to respect others. Children's information and communication technology skills are effectively promoted. They have regular opportunities to access a wide range of battery operated and programmable toys as well as games consoles and calculators. Overall, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

Children are gaining a good understanding of keeping healthy and safe. They practise good procedures for their own personal hygiene. In addition, they learn to make healthy choices in what they eat through discussion and good examples set by adults. For example, they enjoy a healthy snack menu, such as toast, sandwiches, pasta and fresh fruit. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children learn the importance of exercise and enjoy participating in group games such as, football, rounder's and cricket. They also enjoy taking part in throwing, catching and skipping activities. Children feel safe and secure, because staff work hard to ensure a safe environment and teach them how to use equipment safely.

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

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