

PJ's

Inspection report for early years provision

Unique reference number

EY414460

Inspection date

15/08/2011

Inspector

Carys Millican

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

PJ's School Club was registered in 2010. It is a privately owned setting and operates from within the facilities of Seascale Primary School in Seascale, a small rural village on the west coast of Cumbria. The owner has another nursery in the village. Children have access to several rooms within the school. These include the pre-school playgroup room, rainbow room, school hall, conference/computer room and the adjoining classroom, the nursery/reception classroom and adjacent toilet facilities. There are several outdoor play areas used by the children within the school grounds.

A maximum of 24 children aged under eight years may attend the group at any one the time. Of these no more than 24 children may be in the early years age group. There are no children aged under three years. Children over eight years also attend. Currently there are 30 children on roll, of whom 16 children are in the Early Years age group. The club serves the local and surrounding areas. They provide a morning breakfast club and after school club during term time, and a holiday club during school holidays. The before and after school facilities are available from 7am to 9am and then from 3.15pm to 5pm. In the holidays the club is open from 7am to 5pm.

The setting employs seven members of childcare staff, of whom four hold level 3 qualifications. One has a level 2 qualification and two are teaching assistants. It is a member of the National Day Nursery Association and receives support from the Early Years Development and Childcare Partnership. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed understanding of children's individual needs and interests to provide them with excellently resourced play areas and activities. This ensures that children's care, welfare and learning are effectively supported. However, the key person system is not implemented. Therefore, a breach is made in the specific legal requirements of the Early Years Foundation Stage. Children's safety and security is paramount and staff are vigilant in implementing the setting's policies and procedures to ensure this at all times. Most documents are kept up-to-date with the latest legislation and contact details. Partnerships with parents and other settings children attend are positively promoted. Information is regularly shared in most cases in order to make sure children's individual needs and future learning is best met. The school club is committed to progression and has begun to implement monitoring methods to evaluate the service provided for parents and children.

What steps need to be taken to improve provision further?

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

- implement the key person system in the school club for all the early years children attending (Organisation).
- 15/08/2011

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

- update the complaints procedure with the change in Ofsted address and inform parents of the recent changes
- establish more formal links with the other settings children attend in order to share information about children's development to help with future planning and continued progression of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff have a secure knowledge and understanding of child protection. They have attended training and know the procedure to follow should they have a concern. Staff are well supported by the owner and the manager of the school club, who know their role and responsibility to ensure children's safety through robust recruitment and suitability checks. A comprehensive set of easy to understand policies are in place. These are shared with parents and are well understood by staff. The complaints policy is in line with the required statutory guidance of the Early Years Foundation Stage. However, the contact details have not been updated with recent changes. All the required documentation is in place and is effectively completed, including registration records and parental consents. Risk assessments are in place and daily safety checks are undertaken to maintain children's safety.

The setting is proactive in evaluating its practice and provision for children. It works closely with its partner setting to enhance the good quality care for children and parents. The school club management and staff are very forward thinking with a clear vision for development. This is evident in the change of the use of rooms used by early years children in the school club. The Ofsted self-evaluation form is used well to identify and prioritise areas for improvement and involves all those using the setting. Staff attend various training events to maintain their knowledge base or bring new ideas to the group.

Early years children enjoy playing in a dedicated playroom, organised into areas of continuous provision. Children move freely between the indoor and outdoor environment. During indoor and outdoor play they interact with older children and this is very well managed to support the needs of both groups. Children self-select from an excellent selection of accessible resources stored in low level natural wood storage units. These are labelled with words and pictures so children know what is contained in them. Resources are chosen to ensure they portray the diverse society in which we live. Children are supported in taking good care of the toys to promote sustainability. Staff are well deployed and interact fully with the children

as they play.

Effective partnerships with parents are in place. They state how much children enjoy attending the club and praise the staff running the facility. Parents are provided with a wealth of information about the setting, displayed in the setting, in notices and emailed to them at regular intervals. The group has an excellent partnership with the school. However, there is limited information from the teaching staff about early years children who attend the school club in the holidays. This is with regard to achievement and development to enable staff to complement learning and to enable the continuity of learning. Partnerships with multi-agency networks are not currently in place as there are no children who require additional support.

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

Children enjoy their time in the school group. They eagerly share their experiences with staff who are truly interested in them. Children are familiar with the routine of the club which makes them feel secure and relaxed. They receive a great deal of praise and encouragement, and behaviour management techniques are consistently applied by staff. They are encouraged to share with their friends and learn to take turns in activities. Staff help children to keep themselves safe. They are gently reminded about this aspect as part of everyday activities, which helps them to learn to take some responsibility for their own safety. Staff maintain a happy, friendly atmosphere in which children can relax after attending school or during the school holiday. Hygiene standards are well maintained. Children independently wash their hands with little or no reminder after toileting and prior to eating or handling food. They decide for themselves when they want to eat their snack and staff monitor this to make sure children eat and drink at regular intervals. Lunchtimes create a social occasion whereby staff and children sit down together to eat their packed lunch meals. The free-flow opportunities into the outdoor play area enable children to access fresh air and play opportunities in all weathers. They develop their physical skills on suitable climbing apparatus and opportunities for learning about their environment are created.

Children's interests are effectively used to provide interesting and stimulating play opportunities and activities. Staff listen to children as they play and extend their learning well. They find out what children like to do and make sure resources support this. Many of the children's parents work at the nuclear plant so the staff help the children create their own scientific laboratory. They complete experiments and make their own potions. Children wear paper lab technician coats, and the children make a pretend shower like their parents use. Free play activities are also available outside and children can be seen constructing roadways with large wooden blocks and transporting sand in tractors and trailers. The setting provides wraparound care for children who attend school part-time and for those in full-time education. Most of the children attending have previously attended the owner's other nursery. Therefore, 'All about me' information sheets and progress records are already in place. Staff continue to add to these documents using ongoing observations to plan activities and to support children's development. There are no

links established with the other settings some children attend. Therefore, limited information is obtained about what these children are learning or the next steps in their development. Although staff know the children very well, the key person system is not formally implemented for the early years children attending.

Children are well mannered and very well behaved. They show confidence when speaking to staff individually and in group activities. Children have free access to books in the quiet area and the staff provide a language-rich environment. They learn about number, problem-solving, matching, shape, and colour as they play. For example, when making a train track, children learn about different cultures through displays and access to resources. All children are valued and they willingly talk to staff about what they are doing, including them in their play. Children are physically active on a daily basis and develop both small and large muscle groups. They thoroughly enjoy exploring the play dough and sensory experiences with alternative materials, such as sawdust. Children enjoy a wealth of creative activities, from role playing in the kitchen area to producing decorative cards using different media and materials.

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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