

# Jules Et Lis

Inspection report for early years provision

---

<b>Unique reference number</b>	EY281838
<b>Inspection date</b>	19/08/2011
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Tudor Court Primary School, Bark Burr Road, Chafford Hundred, Essex, RM16 6PL
------------------------	--

<b>Telephone number</b>	07946642915
-------------------------	-------------

**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Jules Et Lis is one of four clubs which are owned privately. It was registered in 2004 and operates from a hall within Tudor Court Primary School, Chafford Hundred, Essex. All children share access to a secure, enclosed, outdoor play area and playing field. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The playscheme supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 24 children aged between three and eight years may attend the playscheme at any one time. Children up to the age of 12 years may also attend. Currently there are 60 children on roll, of which two are in the early years age group. The playscheme is open each weekday from 8.30am to 5.30pm during the school holidays. Children come from the local area and attend for a variety of the sessions on offer.

There are eight members of staff who work with the children. Of these, one holds a BA Hons degree in Playwork and Education, five hold National Vocational Qualifications (NVQs) at level 3 or the equivalent and two hold NVQs at level 2 and are working towards NVQs at level 3. The playscheme receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to participate in a wide range of well-organised games, activities and experiences. Staff take into account their individual needs and interests and children achieve well. They benefit from the outstanding partnerships between parents and carers, the host school and outside agencies because information and support is shared very effectively. Children are fully included in interesting activities and behave extremely well. The manager and staff have a good, clear idea of the club's strengths and areas for development and are committed to continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the range and use of technology resources in activities to further support children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Staff safeguard and promote children's welfare well because comprehensive policies, procedures and documentation are in place. They have a good awareness and understanding of safeguarding and child protection issues. Risk assessments are carried out regularly to minimise danger and are recorded carefully. There are strong procedures in place for the recruitment and vetting of staff and parents and carers follow rigorous procedures when collecting their children. Staff are deployed effectively to ensure children are supervised at all times in the indoor and outdoor environments. Children play with a wide range of equipment, which is safe and suitable for their age. They are well-cared for in a safe and well-maintained environment. Fire evacuation procedures are practised regularly to familiarise children with the routine.

The club is well led and managed. There are good self-evaluation systems in place. The manager and staff are skilful at identifying areas for improvement and value the views of parents and carers when identifying priorities for action. Staff make effective use of a good range of resources to meet most of the needs of the children. They regularly monitor activities and are developing systems for recording the achievements of the youngest children to show their progress at the club. Opportunities to use technology are welcomed; however children do not make full use of the digital camera and computer in their activities and learning. Staff actively promote equality and diversity to a very high level and ensure children are fully integrated into creative and sporting activities, and the celebration of other countries' festivals and customs. They provide excellent support for children with special educational needs and/or disabilities and ensure they achieve well and experience the same opportunities as their peers. Staff regularly attend training opportunities to enhance their qualifications and expertise.

Partnerships with parents and carers are outstanding. Staff share information very effectively through comprehensive newsletters, the parents' notice board, informal discussions and the website. Parents say their children feel very confident and safe in a happy, bright and stimulating environment. Staff keep them well-informed of special events, outings and their children's achievements. One parent commented that their child loved attending the club and would even go at the weekend if they could. Parents are very supportive of fundraising events. Partnerships with the host school are outstanding and the club benefits from the use of excellent indoor and outdoor facilities. Staff liaise regularly with parents and carers, the host school and outside agencies to ensure consistency of provision for children with special educational needs and/or disabilities.

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

Children benefit from well-organised indoor and outdoor play and achieve well. Staff value the children's interests and ideas and include them in their choice of

activities. There is effective use of themes, such as The Jungle, Under the Sea and Cowboys to enrich the children's learning. Staff evaluate their planning and are refining systems for recording the experiences of the youngest children. Children behave very well because staff are excellent role models with a consistent approach to managing behaviour. Children build extremely positive relationships with one another and share their resources with maturity. The older children like to help the younger ones and support them very well when playing games, such as pool and cricket. Staff actively promote their independence and encourage them to choose their own activities. Children work very well together when they play parachute games, football and team games. Topics, such as Around the World give the children an excellent appreciation of other countries, cultures, customs, dress and food. Children enjoy learning about life in Australia from staff and practise their aboriginal art skills and make boomerangs.

Children develop a good understanding of keeping healthy and safe. They make healthy choices at snack time and help to prepare fruit kebabs, jelly and pizzas with healthy toppings. Children run, jump, dance and move about freely as they use the hall and outdoor area. They enjoy practising their football, cricket and rounders skills. They learn to use equipment safely as they climb, balance and ride their bikes and scooters. Children benefit from talks on safety from the police and fire services and discuss what they have learnt. They feel safe and secure and have a good understanding of keeping themselves and others safe.

Children are keen to attend the club and make good progress, especially in their physical and creative activities. Staff skilfully develop their creative skills, resulting in colourful displays about cowboys and life in the jungle. Children concentrate well as they make finger puppets and purses decorated with sequins. They are keen to build dens and search for insects and bugs in the outdoor area. Their communication, language and literacy skills are developed well through role play and puppet shows. Children cooperate very well as they make a colourful totem pole. Their physical and creative skills are developed well through dancing and singing and they enjoy taking part in talent shows and putting on performances for one another. Most children can identify bones and parts of the body as part of a topic. Trips to Colchester Zoo, Brentwood Park and the Butterfly and Wildlife Centre are well-organised and enhance their experiences. Overall, children are prepared well for life outside the school day and for future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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