

JasZ Club

Inspection report for early years provision

Unique reference number

EY360414

Inspection date

19/01/2010

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

JasZ Club opened in 2007 and operates from the primary school in Partridge Green, West Sussex. A maximum of 20 children may attend at any one time. The out of school club is open each weekday from 3.15pm to 6.00pm term-time only. There is also a breakfast club open from 7.30am to 8.50am each weekday, term-time only. All children share access to an outdoor play area.

There are currently 36 children aged from four to under eight years on roll, four of whom are in the Early Years Foundation Stage age group although they are registered to take up to 20. Children attend from the primary school. The out of school club supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The out of school club employs four staff. Of these, two staff including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All major aspects of the provision are satisfactory and required policies and procedures are in place. The provision is inclusive and the uniqueness of each child is recognised so that individual needs are effectively met. Partnership with parents is encouraged and valued. There are appropriate plans to enhance the progress towards the Early Learning Goals through closer partnership with the early years Coordinator at Jolesfield School, thereby illustrating the satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

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

- make the kitchen area inaccessible to children (suitable premises, environment & equipment) 30/07/2010
- improve security to outside area and inside premises (suitable premises, environment & equipment) 30/07/2010

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

- develop snack time to make it a positive and social learning experience
- develop a process of planning to ensure that progress towards early learning goals is addressed.

The effectiveness of leadership and management of the early years provision

All required policies and procedures are in place and staff understand the procedures. This helps to ensure that children are safe and well protected and the conditions are met for each register that the setting is on. The setting carries out a visual risk assessment check, but the check list is not always signed by the member of staff carrying out the check. The gates to the outside play area are closed and are checked every fifteen minutes by a member of staff to minimise the risk of children leaving the premises. Although supervision is effective, the gates are not locked, there is no security lock on the door to the premises. While staff are watchful to check that children do not stay into hazardous areas, there is no physical means of preventing children from entering the kitchen. Staff ensure that children are signed in on arrival and signed out on departure. Staff have an appropriate understanding of child protection issues and understand what steps to take if they have concerns about a child.

Staff have appropriate qualifications. They are enthusiastic to increase these and keep up with new initiatives. The staff have a meeting each half term to evaluate their practice and to discuss further developments and improvements. As a result of their last meeting, children are going to have access to a cookery club which the staff are planning to initiate. There are satisfactory links with the primary school. To improve practice and understanding of the children's needs, there are plans to further develop the partnership between the setting and the early years coordinator there.

Partnership with parents is effective and they are encouraged to complete a questionnaire each year in order to inform staff of any improvements they would like. Parents are happy with the setting and commented that, 'it is very friendly' and that their child, 'never wants to come home'.

Appropriate use is made of the spacious room and varied resources to ensure that children are happily and usefully engaged. Staff are effectively deployed to ensure that children are well cared for and have all their needs met.

Leadership is satisfactorily ensuring that self-evaluation identifies areas for improvement and embedding ambition to secure this. Since the last inspection all of the required improvements have been made and the attendance register clearly shows when and which staff are present. The good organisation of policies and procedures promotes the smooth day to day running of the setting. Children are now well-supervised in the outside area.

The provision is inclusive. Staff recognise the individual needs of the children and appropriately provide for these. Staff ensure that through their partnership with parents and the school they are kept informed of any particular needs or problems children may have.

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

Children arrive happily and most settle very quickly. They have access to a spacious room and to a variety of resources which are easily accessible. Children are able to bring their own toys if they wish. There are good opportunities for physical exercise, as the children have access to a large play area and field. They are well supervised by staff whilst outside to ensure their safety. Children are encouraged to plan their own activities, which develops their independence. The variety of resources enables children to enhance their creative, imaginative and physical skills.

Children interact well with each other regardless of their ages. The younger children enjoy the company and help from older ones. A child made a model of a turtle for a younger child and then showed her how to make one herself. There are many opportunities for the children to play together, which is developing their collaborative skills and is sound preparation for the future. Children have access to computers which they clearly enjoy and which also enhance their computer skills.

Children are happy to talk to the adults and when necessary to seek help, which is readily given. Staff recognise opportunities for learning such as children counting the number of children present, discussing what happens at different times of the day and playing board games.

Children are encouraged to make a positive contribution through helping to tidy up and to help each other. Staff encourage this through individual praise. Children have set their own ground rules through discussion with the adults and have signed a contract. Children's behaviour is generally good.

The environment is clean and hygienic practices such as cleaning tables before eating are in place. Hand washing takes place before eating and after using the toilet. The spread of infections is minimised by ensuring that children do not attend if they are unwell.

Proper systems are in place for administration of medicines and a record is kept. Staff have appropriate first aid qualifications, which means that any accidents are managed effectively.

Children are encouraged to eat a healthy snack but these times are rather disorganised, as children do not go to the table at the same time and tend to grab the fruit which is put in the middle of the table. Consequently it is not a calm, social learning occasion.

The children are happy in the setting, work well together and learn to play cooperatively. Progress towards the Early Learning Goals is variable, as the planning is not in place to ensure that all areas are systematically 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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