

Jigsaw Out Of School Scheme

Inspection report for early years provision

Unique reference number

EY293233

Inspection date

22/09/2011

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

Jigsaw Out of School Scheme is privately owned. It has been registered since 2004 and is located in Thackley Methodist Church Community Centre, on the outskirts of Bradford. They are registered for 32 children aged from four to eight years, and children up to age 12 years may attend. Two main rooms are available, including the 'coffee lounge' on the ground floor and a large hall, with a small adjacent room, on the first floor. Also, an outdoor play area to the rear of the premises is secure and suitable for children. The group have permission to use a nearby playing field for outside play.

The scheme is open from Monday to Friday, all year round, before and after school. The times are from 7.30am to 9am and 3pm to 6pm and, during school holidays, 7.30am to 6pm. There are currently over 100 children on roll. None have special educational needs and/or disabilities or use English as an additional language.

There are six members on the staff team. Two of the staff have level three qualifications in play work and two staff have level two qualification in play work.

The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and they experience a good range of enjoyable and challenging play experiences that support their development and progress. Children thoroughly enjoy their time in the club and develop positive relationships with one another. The key worker system for early years children is very effective. Children play in a safe environment, which supports them in respecting diversity and difference. Partnerships with parents and other settings are very effective. There is good commitment to continuous improvement through self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation systems to maintain improvement and include parents' contribution to the process
- develop further systems to accurately monitor and assess children's learning and next steps of development.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of safeguarding issues. Clear policies and procedures are fully implemented, in order to ensure children are safeguarded from harm and neglect. The staff have good knowledge of their role in child protection. There is an appropriately written policy and staff are aware of what action they are required to take if they have any concerns. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability. In addition, adults working with the children are vigilant regarding monitoring who is able to access the setting. For example, the camera system monitors any visitors at the entrance and accurate records are maintained of children's arrival and departure. This contributes to keeping children safe and protected from harm. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. The risk assessments are carried out regularly, to keep children safe in all activities.

The setting makes good use of resources available to them. For example, they make effective use of the refurbished outdoor area and organise activities in all areas, so that children can make safe and independent choices in their play. Consequently, they actively promote equality and diversity and ensure children are fully integrated.

The setting makes use of a number of good quality improvement processes to help them evaluate and monitor their service. For example, they use guidance within the local authority quality assurance scheme to help them identify areas for improvement, they reflect on the success of activities and they use information from their observations to look at ways they can improve outcomes for children. This contributes to them being proactive in setting clear goals for improvement. Partnerships with parents and carers are good. Parents receive regular information through home visit discussions, questionnaires, newsletters and use of the website. They comment highly on the flexible service and the commitment of staff. The relationships with the two schools it serves are very effective. Planned meetings take place and information is shared for continuity.

The setting's self-evaluation gives the manager a good understanding of the strengths and areas for development. Through extending the range of physical play opportunities, children are learning about the importance of physical development. This contributes to addressing the recommendation made at the last inspection. The manager has correctly identified further development of the evaluation through involvement of parents and children in the process. This demonstrates strong capacity to continually evolve and improve their services to the children.

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

Staff are employed to work directly with children in the early years age range. Through observing children and being aware of their abilities and likes, adults

support children in extending their learning after school. This ensures children are making good progress in their learning and development. The adults have a good understanding of how young children learn through enjoyable play experiences. The children are central to the setting's planning arrangements because their ideas, likes and needs are effectively incorporated into future plans. This means children embrace the varied range of activities and challenges with enthusiasm. Planning incorporates the school topics and these are extended within the setting. For example, the 'story of the week' used at school is extended at the setting by using various role play activity games. This ensures continuity in children's understanding of communication and language. Children are independent. They make their own choices in play and they are confident to share their ideas. Children are creative and imaginative as they participate in the numerous creative games. For example, they skilfully use items such as beads to make bracelets and neck chains. They have great fun as they spend much of the session engaging in playing games based around the use of the indoor ball pool. Skills for the future are also developed as they play their imaginative games, such as communicating ideas, counting games and personal and social development as they interact positively with their peers. Staff complete observations of the children and note their interests and development in each of the areas of learning. They then make sure that the resources to promote and support their continued development are readily available for each child to access. Each child has their own progress file. These show each child's achievements. However, the next steps in their learning are not consistent in all the assessments and therefore do not fully define future learning aims for each child in the Early Years Foundation Stage age range.

Children learn about other cultures and beliefs and a good range of resources are used to reflect wider society and help children understand their differences and similarities. Children develop a sense of belonging as they understand what is expected of them. Children's behaviour is good as they learn the club rules. Age appropriate and positive methods are used by staff to manage any unwanted behaviour that may arise. In addition, staff act as positive role models as they behave in a calm, respectful and polite manner towards each other and the children. This contributes towards the friendly atmosphere of the club, and the warm interaction the children have with staff. They welcome their involvement in their play, and confidently approach them to express their needs. For example, when they want help with organising the creative table and games. Children are learning to look after themselves well and developing an awareness of the benefits of healthy life choices, such as access to fresh air and exercise. The snack time is used to for children to further their own independence as they eat foods that promote a healthy lifestyle. They have a selection of healthy foods which include fruits and fresh fillings in their healthy bread.

The children become aware of the importance of personal hygiene as they wash their hands frequently or use tissues for noses. Children are actively involved in keeping themselves safe and staff regularly review children's understanding of potential dangers through topic work on 'stranger danger'. They are encouraged to share toys, not to run down the stairs and to look after the toys and equipment. Regular evacuation drills are helping the children to learn what to do in an emergency.

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