

The Jungle Club

Inspection report for early years provision

Unique reference number EY288991
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Inspector Teresa Elkington

Setting address Maidenbower Infant School, Harvest Road, Maidenbower,
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Type of setting Childcare - Non-Domestic

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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

The Jungle Club is privately owned and operates from premises within Maidenbower Infants School in Crawley, West Sussex. It is managed by the provider and offers after-school care and out-of-school care during the holidays. Children use a designated classroom with toilet facilities. There is a large playground and grassed area for outdoor play within the secure, school grounds. The club is open Monday to Friday during term time from 3pm to 6.30pm.

The club is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the club at any one time. Currently there are six children attending, who are in the early years age range. Older children are also included in the numbers. Children come from the local area and an after-school collection service is arranged from other schools in the area. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The club employs three permanent members of staff and a team of bank staff. Of the permanent members of staff, two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and welfare needs are satisfactorily met. They are cared for in a warm and welcoming environment, where they enjoy a range of play experiences. However, their well-being is not fully supported due to the lack of detail in the safeguarding policy and fire drills not being recorded. Partnerships with parents are sufficient, though working relationships with other early years practitioners are not clearly evident. The club's ability to identify strengths and weaknesses is inhibited due to the lack of consistent self-evaluation, which impedes on their capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff in line with Local Safeguarding Children Board procedures. (Safeguarding and promoting children's welfare) 23/11/2011

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

- develop a culture of reflective self-evaluation and informed discussion to identify the club's strengths and priorities for development that will improve the quality of provision for all children
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved
- extend the systems to work together with other practitioners to support transition and consistency between clubs.

The effectiveness of leadership and management of the early years provision

Staff have an adequate understanding of safeguarding issues and know the procedures to follow if they have any child protection concerns. However, the safeguarding policy does not meet the required regulations as it has not been devised in line with Local Safeguarding Children Board procedures. Recruitment procedures are sound and staff are appropriately vetted so that they are suitable to work with children. Satisfactory risk assessments are completed, which enable staff to identify any potential hazards and take appropriate action to check the safety of the children. An emergency evacuation procedure has been devised. However, no evidence was seen to show that this is regularly practised to promote children's awareness of how they should proceed in an emergency. All required documentation is in place to promote children's health, including accident records and medicine administration.

Recommendations from the previous inspection have been satisfactorily addressed. This has enhanced the system for dealing with complaints and risks have been minimised to enable safe passage from school to the club. However, systems for self-evaluation are lacking, which inhibits staff's ability to recognise and target areas for improvement and increase the outcomes for children. The play environment is organised suitably to promote children's growing independence. Staff create a welcoming environment where toys and resources are of sufficient quality. Children are encouraged to make independent choices as to what they wish to play with. This is supported through the use of open shelving that is clearly labelled to aid selection.

The club soundly promotes inclusive practice throughout the session. Staff have sufficient understanding of children's individuality, which is supported by key persons who get to know them in order to meet their needs. This helps children to feel welcome and settled. Appropriate systems are in place to support children with special educational needs and/or disabilities. Children become aware of their own and other cultures as they participate in activities relating to different celebrations and festivals. They have access to an adequate range of resources that reflect diversity to further promote their understanding of the world in which they live.

Information is provided for parents about the club's organisation and systems are in place for staff to gather information about children's individual, care needs. Staff are on hand to provide daily verbal updates to parents, These inform families about their children's time at the club and messages are passed on from schools.

Parents' comments highlight their satisfaction of the service provided and how children enjoy coming to the club in the relaxed atmosphere that staff create. The club has developed satisfactory partnership links with the schools that children attend; however, inconsistent arrangements in the sharing of information inhibits the club's progress in this area of their work.

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

Children are happy, settled and have fun when attending the club and quickly become involved in the daily routines and activities provided. They embrace the ethos of leading their own play that allows them to make their own decisions about what they do. Staff are on hand to offer guidance and support in children's chosen activities. They provide challenge to help children remain engaged, enabling them to benefit from their play experiences. Staff show an adequate understanding of the Early Years Foundation Stage framework. This allows them to appropriately plan for children's individual learning and development through first hand and purposeful, play experiences.

Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and taking turns. Overall, children are suitably behaved and staff respond calmly and sensitively to any difficulties. Children's contributions are valued and celebrated by the staff team, as their creative masterpieces are displayed within the club for all to enjoy.

Children have access to a range of activities which lay satisfactory foundations for their future learning. They enjoy using books within the welcoming corner that provides opportunities to share books with their friends or on their own. They have access to a range of constructional equipment, allowing them to design a range of models. Children's creative flairs are actively encouraged. Children show delight as they draw on the whiteboard and use a range of creative media. They show increasing skill with scissors to cut out patterns and shapes from folded paper. They enjoy using interactive media, showing patience as they wait their turn to play computer games. Children work together to put on shows for the enjoyment of all. They enjoy expressing their imagination through a range of role-play resources, allowing them to act their fantasies and scenarios within their own lives.

Children's physical attributes are soundly supported as they enjoy active play in the enclosed, school grounds. They access a range of climbing equipment, which helps to develop their large muscle skills. They use scooters with skill and enjoy playing bat and ball games with each other. Children's understanding of hygiene practices is suitably promoted. They show confidence as they use the bathrooms independently and readily wash their hands in preparation for mealtimes and after toileting. They enjoy a well balanced diet of freshly prepared meals, which takes account of children's dietary requirements. They freely access fresh fruit to satisfy their hunger when arriving from school. Children's awareness of taking responsibility for their own safety is soundly promoted within the club. They ensure

that they have enough room to play safely with toys and do not to run around whilst indoors. They actively tidy away their resources after they have finished playing with them, to help create a clutter free and continually safe environment.

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

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