

Jay Jays Out of School Club

Inspection report for early years provision

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Inspector	Linda Shore
Setting address	Lowercroft Primary School, Ashington Drive, BURY, BL8 2TS
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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

Jay Jays Out of School Club was registered in 1997. The club operates within a school site and serves the children of the school in a residential area in Bury, Lancashire. The children have access to a purpose built modular building as well as the main school hall, junior communal area, information communication technology (ICT) suite and outdoor playground.

The club is registered to provide care for 78 children before and after school during term times only. Children attend a variety of sessions from 7.45am to 8.55am and 3.30pm until 6pm during the school week. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club employs 10 childcare staff, including the manager, to work with the children. Five staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an adequate knowledge of learning through play and are beginning to link this to the Early Years Foundation Stage. A broad selection of age-appropriate resources and environments help children to progress. However, planning for individual needs is not fully developed and impacts on children's learning. Partnerships between parents and staff are in place as information is shared daily about the activities the children have enjoyed. The club has long standing links with the school; however this is not fully developed to ensure all children's needs are met. The manager has completed a self-evaluation of the club and is committed to developing the service. All documentation is in place and effectively underpins the care and education offered.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- improve the organisation of the club by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- develop the opportunities for partnership working where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

A strong emphasis is placed on safeguarding and policies and procedures ensure that all children are well protected whilst at the club. Staff have a high level of awareness of the possible signs and symptoms of abuse and understand the importance of taking action if they have any child protection concerns. There are good systems in place for the safe recruitment and selection of staff working directly with the children. All the required checks have been carried out to ensure staff are suitable, as well as having the appropriate experience and qualifications to look after children. Careful planning contributes to the deployment of staff to ensure children are monitored throughout the session, with staff ensuring children are always supervised. Staff use mobile telephones and walkie-talkies to stay in contact across different rooms and environments and redeploy staff as required when children move between areas. Risk assessments and safety checks are carried out to cover all aspects of the premises used by the children, ensuring potential risks are identified and the children's safety assured. Children have access to a very good selection of resources which are easily accessible and cover all areas of learning.

The manager demonstrates a commitment to further develop the club and is beginning to identify priorities for further improvement through self-evaluation. However, this does not specifically target the needs of children to improve their outcomes. The club demonstrates some capacity for continuous improvement.

Staff provide parents with daily verbal feedback on children's activities, behaviour and well-being. Parents feel adequately informed about the care of their children. The club has a strong long standing partnership with the school. However, this is not fully developed to ensure effective continuity of care and learning for children. All written records, policies and procedures are in place and underpin the safe and efficient management of the setting.

Consideration is given to developing children's awareness of a wider society, through targeted activities centred on culture and conditions in other countries. This helps them learn to value aspects of their own lives and the diverse society in which they live. The provider demonstrates a positive attitude to liaising with professional agencies, to ensure that children with special educational needs and/or disabilities are equally provided for if required.

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

Children are settled and involved in the activities on offer. They are able to choose which resources they play with and spend periods of time busily engaged in their chosen activities. For example, children enjoy art and craft activities, board games, table football, imaginary play and outdoor activity. Children particularly enjoyed imaginary play with Santa stuck up the chimney. Planning is not currently linked

directly to observations or targeted at identifying next steps for children's development. Staff talk to children about their individual needs, interests and play preferences in order to include these in the session. Daily staff meetings before the session mean that children benefit from a wide range of resources and activities, both indoors and out. Children have many opportunities for free play and also enjoy adult-led activities, such as reading and outdoor games.

Children learn to be healthy with suitable opportunities to develop their physical skills. For example, they enjoy active outdoor games, such as ball skills, climbing, and riding on bikes and scooters. Children are offered a healthy and substantial snack after school as part of a well-planned menu including pasta, fish fingers, toast, fruit and vegetables. Water is available throughout the session.

Children learn to share, take turns and interact positively with their peers, as they play. Children are further developing skills for the future through the use of ICT equipment and counting during daily activities. For example, young children take a register and count how many people are present, then expand this with guidance to include adults in the headcount. Staff are consistent and calm as they deal with children's disagreements and behaviour in a way that is appropriate for each child's age and stage of development. Consequently, behaviour is very good and children are learning respect for each other and themselves and as a result are developing their own sense of self-esteem.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

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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	2
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