

Jiminy's After School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Jiminy's after School Club was registered in 2009. It operates from a classroom in Storrington County Primary School, Storrington, West Sussex. All children have access to other areas of the school including the IT suite, hall, kitchen, library as well as various outside spaces.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 16 children between three and eight years may attend at any one time. There are currently 21 children on roll, one of whom is in the early year's age group. At the time of the inspection there were no early year's children present. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The club opens from 3.15pm to 6pm in term time. Most children attend from the host school although children from within the stars group of schools may attend the setting. There are two members of staff, both of whom hold an appropriate qualifications. The group receives support and advice from the local early years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy to be in the club and are motivated in their play. This creates a busy atmosphere where children's ideas and interests are developed. Staff support children's learning through play following the principles of playwork. Although maintain all requirements of the Early Years Foundation Stage. Systems to share children's development with parents and school staff are in their infancy although general information is shared well. The leadership team support staff in evaluating and identifying improvements for the setting. Staff and parents are also encouraged to make their contributions to support the leadership team. Therefore all those connected with the club will support it in making continuous improvements for the benefit of the children.

What steps need to be taken to improve provision further?

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

- further develop systems to share with parents and others the observations and next steps identified in children's development.

The effectiveness of leadership and management of the early years provision

Children are able to play in a setting where their safety is considered by staff whilst they are encouraged to assess risks for themselves. Effective systems to record details of risks and hazards are implemented daily and additional assessments are undertaken for hazardous activities. Through practices, children understand the changes in the evacuation procedure when they are in the club compared to when they are in school. Staff have an awareness of the correct procedures they must follow if they have a concern about a child's welfare. The supervisor works in partnership with the school and the provider, following the policies of the group. Clear, robust systems are in place for the recruitment and vetting of staff, all of whom are suitably qualified. Accident records detail all information confidentially and are reported to parents. In addition, an effective system of communication enables teaching staff to report on any accidents that have occurred during the school day.

The staff and leaders are working in partnership to bring about sustained improvements within the club. Children's ideas are valued and contribute to future plans for the group. Parents are also encouraged to give their feedback through various means. Questionnaires and quick response charts enable leaders to gain the thoughts of the parents and children. Induction and appraisals systems formalise strengths and areas for development. Whilst regular team and individual meetings enable leaders to support individuals and the running of the club. Leaders are also open minded to suggestive practice and areas for development from external agencies. Therefore the group demonstrates their capacity to drive improvement within the setting, raising outcomes for children.

Staff have adopted the principles of playwork well into the setting. In particular, by allowing the children to control the content of their play. Enabling them to follow their own instincts, ideas and interests, in their own way and for their own reasons. Therefore children's imagination is used as a great resource as this inspires a lot of the play. Equipment and resources are set up for the children which are rotated with others in store. Additional experiences are organised based on the children's interests. These have included a trip to the local fire station as well as others such as football clubs or visiting zoo's coming in to the setting. Through interactive quizzes, the promotion of sign language and food tasting activities children are developing an awareness of others. Through team building games staff encourage a mix up of groups of children to promote inclusion. Levels of support are adapted for individual children enabling them all to participate in their chosen activities. Relationships with most parents and outside agencies are developing well. Communication is being extended with general information through newsletters informing parents of recent and future events. Informal discussions about children's time in the club keep parents informed on a daily basis. Although parents are not yet aware of the written observations and next steps being compiled on children's development. Regular meetings with the head teacher keeps teaching staff informed of systems used within the club. Through general information on planning from the foundation classes the club can support children's learning. Systems to share details of individual's next steps are starting

to be implemented.

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

Children are very confident and have ownership within the club. They make their own decisions about routine activities such as when and if to have snack and decide their play for the afternoon. They chat in a relaxed manner with staff members, giving them instructions as they become involved in their play. There are many friendship groups within the club and therefore interaction amongst the children is positive. Team building games are introduced by staff to encourage children's interaction with others. Staff make the session fun whilst still adding activities in that reinforce children's skills and knowledge. Through written observations, staff identify next steps to support children's learning. These are based on what the children are interested in, which enables children to continue their learning through fun.

Children are actively encouraged to assess risks for themselves. The outside area allows children to take risks in their play. Through activities such as tree climbing children increase their confidence in their balance and coordination. Children are able to be independent as staff give children trust. Although considered steps are taken to ensure their safety. Following an extended outside session children request hot chocolate drinks to warm up. Without reminder children know the safety measures they need to take as they sip their hot drinks. Most children show a good awareness about what constitutes a healthy lifestyle. They are all very active, all requesting outside play. Physical activities take form in many ways. Children use their imagination on the large climbing equipment, practice their skills with ropes and balls or organise their own team games. Healthy snacks are available to all the children throughout the session with additional snacks for those staying later. They are independent in preparing snacks giving them transferable skills for the future.

Through games and activities children are continuing to develop their knowledge in communication, numeracy and information and communication technology. They are developing their awareness of others through activities such as the group signing. As they develop their skills in using British Sign Language they respect their peers as others sign what they have remembered. Therefore others are encouraged to join the activity and keen to share additional signs they have learnt. Through games children work well together, they negotiate the rules to different games and organise themselves successfully. Children show an interest in technology, some are keen to access the walkie talkie's to communicate to staff members across the field. Others independently access computers after their time outside. All the children in the club are valued by staff and children. They adapt activities for those in the early years age group so mixed ages can work well together. Their behaviour is good because all children are active busy and enjoying their time.

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