

Jellies Out of School and Holiday Club

Inspection report for early years provision

Unique reference number	EY430114
Inspection date	31/01/2012
Inspector	Shazaad Arshad

Setting address	Linthwaite Methodist Church, Stones Lane, Linthwaite, HUDDERSFIELD, HD7 5PD
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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

Jellies Out of School and Holiday Club was registered in 2011. The setting is situated at the Linthwaite Methodist Church in Linthwaite, Kirklees, West Yorkshire. The setting has the use of the two outdoor play areas attached to the building.

A maximum of 40 children may attend the setting at any one time and there are currently nine children on roll in the early years age range. The setting is open each week day from 7.30am until 9am and 3pm until 6pm, term time only. Holiday provision is also provided from the same site. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary part of the Childcare Register. The setting receives support from the local authority.

The club employs four staff. Three of the staff have appropriate childcare qualifications at National Vocational Qualification Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting fully enhances the Early Years Foundation Stage framework for children attending after school. The practitioners are experienced and are highly motivated to deliver a high quality provision. Children are very happy and they experience a good range of enjoyable and challenging play experiences. Consequently, children are fully supported in their early year's development and progress. 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

Practitioners 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. Practitioners have a good knowledge of their role in child protection. There is an appropriately written policy and practitioners 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 practitioners 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 intercom system is used to identify 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 outdoor areas 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. Partnerships with parents and carers are good. Parents receive regular information through daily discussions, parent day's, questionnaires, newsletters and use of the parent's board. The relationships with the two schools it serves are very effective. Planned meetings take place and information is shared for continuity. The setting makes use of the school planning to extend children's learning. For example, they reflect on the success of the themed 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. The setting's self-evaluation gives the practitioners a good understanding of the strengths and areas for development. Through extending the range of technological resources, children are learning about the importance of developing skills for the future. Practitioners have correctly identified further development of the evaluation through involvement of parents and children in the process. This demonstrates a strong capacity to continually evolve and improve their services to the children. For example, practitioners are continually exploring opportunities for new and exciting initiatives, such as, the cinema club and restoration projects.

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

Practitioners have a good knowledge of child development and the Early Years Foundation Stage. They are fully aware of the individual needs of the children as they work closely with them at other settings. Practitioners provide purposeful and developmentally appropriate activities to support children in their learning, adapting activities to ensure all children can access them. 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.

The areas used are equipped with plenty of space for activities, such as, homework area, messy play, craft and table top games. Children freely choose the activities they participate in or are supported by staff who are skilled at observing and knowing when children need support. For example, organising group games or inviting children to join an activity. This ensures children are making good progress in their learning and development. The environment fosters children's active learning. Planning incorporates the school topics and these are extended within the setting. For example, the fairytale theme 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. The environment is rich in print and children make a connection to their own art work. For example, they proudly identify their artwork and explain how they have used the different coloured paints. They have great fun as they spend much of the session engaging in imaginative games based around the use of the decorative castle they have made. They make tickets for the show and use teamwork to play out their imaginary roles within the castle. Skills for the future are also developed as they explore real life mechanical objects, such as, a motor bike engine. Children also access computer games and a range of other technological items. Children's personal and social development is very good as they are confident and 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 the wider society and help children understand their differences and similarities. For example, children take part in tasting Chinese foods and make their own lanterns as part of the Chinese New Year celebrations. Children develop a sense of belonging as they understand what is expected of them. Children's behaviour is good as they learn the settings rules. In addition, practitioners 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 views. For example, when they want adults to prepare to watch their show in the castle. Children are learning to look after themselves well and they are developing an awareness of the benefits of healthy life choices, such as, access to fresh air and exercise. The snack time is used 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 bread.

The children become aware of the importance of personal hygiene as they wash their hands frequently and use paper towels. Children are actively involved in keeping themselves safe and practitioners regularly review children's understanding of potential dangers through the use of the 'walking bus', wearing high visibility jackets outdoors and events, such as, road safety which is held at the setting. 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. Children demonstrate a strong awareness of their own safety and are fully settled in the welcoming setting.

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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