

Jo-Jo's@The Vale

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

Jo-Jo's@ The Vale opened in 2007 and re-registered in 2011. The setting operates within the Vale First & Middle School in Worthing, West Sussex. Children use the school hall, three designated classrooms, and can also access the school grounds. During the holiday period, additional classrooms within the school are made available. The setting is open from 3.15pm to 5.30pm each weekday, during term time. The holiday club is open from 8.30am to 5.30pm during school holidays. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 70 children may attend the setting, with no more than 30 in the early years age group. The after school provision currently has 25 children on roll with 11 in the early years age group. The holiday scheme currently has 40 children on roll, with 20 children in the early years age group. There is a staff team of eight and of these, six have appropriate early years and/or play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school setting is effectively organised, and individual children's welfare and development is consistently supported. A richly diverse and varied play environment is provided, within a secure school site. Staff work together in a highly effective way to plan activities, and children's continued learning is excellently supported overall. Staff demonstrate a consistent approach to managing continuous improvement. They work closely with parents and other carers to meet children's individual needs and value their contributions towards self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the promotion of children's awareness and understanding of disability.

The effectiveness of leadership and management of the early years provision

The setting is effectively run by the manager and the owner, who is also the administrator; and a suitably trained and experienced staff team. Safeguarding is consistently organised and supported within the setting. Consistent care is taken to maintain children's safety and security, and a clearly organised range of policies and procedures are implemented. Thorough risk assessment takes place and staff make daily checks on all equipment and play materials.

The staff team successfully uses self evaluation and promotes improvement. Since re-registration, staff have worked to up-date the policy material and all documentation used within the setting, particularly the range of risk assessments. Specifically planned play projects have been introduced, to support children's safety awareness. Regular meetings are held to develop practice and identify new initiatives, and staff follow an organised action and development plan.

A highly notable aspect of the setting is the wide range of different play areas and play materials provided for children. The setting has the advantage of being able to use many parts of a large school site. Children also have access to the facilities at the adjacent children's centre; which has a featured play garden. Overall children's range of choices and access to resources is extremely rich and stimulating. The well prepared play environment allows an excellent mix of physical activities, and quieter play periods. Children have access to a generous and highly varied supply of play resources that effectively helps their learning and supports progress. They enjoy a considerable amount of role play and develop their own games using assembly materials and small world toys. Children also use a wide range of tools and materials. For example, they have access to several computers, and enjoy the challenges of using construction materials. An excellent range of active physical pursuits, are provided outdoors; with many types of sports and balls games. Children greatly enjoy having contests and trials with their scooters. Many excellent group games and themed activities are also provided in the school field, during the holiday scheme.

The provision of equality and diversity within the setting is well established. Staff have a positive and inclusive approach. Staff work together effectively to support individual children's development and meet their needs and they enable children's independent play. Activities and play projects based on different countries are introduced to help children to learn about the wider world and diversity. Children enjoy themed activities; involving music and different types of foods. The setting welcomes children with special educational needs and/or disabilities. Due to a recent rise in demand, the staff have initiated links with an outside care agency to help them to further promote the needs of these children. The further development of children's awareness and understanding of disability, is an area for improvement.

Staff work effectively with other carers. Regular exchanges of information take place between the after school staff and the class teachers of the host school. Staff also take a close interest in children's experiences during the main part of their school day, so that individual children's welfare and continued learning is carefully promoted. Parents are well included, and have daily contact with staff. Staff provide parents with written updates on their children's learning and experiences at the setting. Written questionnaires are completed by parents, to comment on the activities and children's views are also gathered. This enables them to contribute to the setting and feedback is used as part of the group's self-evaluation.

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

Children enjoy an excellent planned range of activities. They achieve extremely well and gain excellent skills for the future. Children experience a rich and stimulating range of creative challenges and opportunities for shared play. Staff have a highly confident understanding of the six areas of learning and how they can be included in their out-of-school provision. Staff make extremely good use of questions to challenge children's thinking and stimulate their ideas. For example, during craft activities children are encouraged to learn what 'collage' means, and explore different shapes and designs. Staff also take frequent opportunities to interact with children on a one-to-one basis, to learn about their school day and develop their interests. Children's achievement is fully and effectively supported, by regular and detailed observations and written assessment. Staff use individual achievement books to build up information on the children's responses to activities. These are highly effective in recording children's progress; particularly their social and communication skills.

Children show they feel safe as they play within the secure environment. Children demonstrate a good understanding of how to keep themselves and others safe. They also show understanding of the benefits of adopting healthy lifestyles. They frequently take part in cooking projects, and learn about food. Children's physical development is consistently supported, with many activities provided to challenge and extend children's physical confidence. Opportunities to develop balance and ball skills; and use of a range of tools and materials, are all well included in the play programme.

Children's ability to take part in the play programme is excellently promoted. Staff take particular care to establish clear rules to guide children and ensure fair play and sharing. Staff work in a highly organised way in conjunction with children's class teachers to exchange information on each child's welfare. This is particularly successful in promoting children's personal and social development. For example, the host school's behaviour incentive schemes are adopted by after school staff to develop and encourage children's confidence. Children are also fully supported by staff during group games and activities. They learn in a highly positive and consistent way how to co-operate and work with others.

Children show a high level of confidence in gaining skills to support their future learning. Consistent support is provided to help children communicate and make effective use of language. For example, staff consistently encourage children to talk about their interests, and relate their experiences. Staff also explore story books with children, and help them understand new words. Learning about problem solving plays a highly prominent part in the play programme. Children are successfully encouraged to find their own solutions within activities. This is particularly evident during construction activities. Children greatly enjoy using geometric resources to build structures and learn how to join and connect materials.

Children's creative development is fully supported. They enjoy a full programme of

planned art and craft projects and are highly imaginative in their use of role play and improvised games. Many of the activities contain learning elements that are highly successful in helping children understand the world around them. A particularly excellent range of learning experiences is provided through use of the nearby children's centre's sensory garden. Children also take part in shared school projects that promote their knowledge of the world. For example, following school history themes, and dressing up for Tudor day.

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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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