

# Jozone Kids Club @ Gentleshaw

Inspection report for early years provision

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**Inspector** Jayne Rooke

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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

Jozone Kids Club @ Gentleshaw opened in 2011 and is privately owned and managed. It operates from the main hall and a designated classroom within Gentleshaw Primary School in Gentleshaw, Staffordshire. It is accessible to all children from the primary school and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term-time. Sessions are from 7.30am until 9am and from 3pm until 6pm. A holiday club operates from one of the owner's other settings in Chase Terrace. Children are able to attend for a variety of sessions. A maximum of 28 children from three years to eight years may attend the setting at any one time. The setting also offers care to children aged over five to 11 years. There are currently six children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs three members of childcare staff. All of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and settled within this well-organised and inclusive setting. They enjoy a stimulating and varied range of play and learning experiences which present good levels of challenge, in most aspects of their learning. Observation and assessment information is used well to monitor young children's progress through the Early Years Foundation Stage programme. Partnerships with parents, carers and other settings and advisors are strong and supportive, leading to consistent care for each child. Self-review systems are used well to ensure sustained improvement throughout the setting.

## What steps need to be taken to improve provision further?

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

- expand opportunities for children to explore diversity and difference and to develop and use their home language in their play and learning.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because effective procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and procedures, attending regular training events to keep up-to-date with new guidelines and information. Children's safety and well-being is promoted very well because thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing. Comprehensive written policies, covering all aspects of the provision, work very well in practice, ensuring the safe and efficient management of the setting. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children move freely around the setting, making choices and decisions about their own play and learning. Some resources are used effectively as a springboard for discussion about people who have different lifestyles, religions, ethnicity and abilities. However, opportunities for children to explore diversity and difference, and to develop and use their home language in their play and learning are not fully utilised.

Self-evaluation systems are used very well to identify what works well and to highlight key areas for improvement. The thoughts and views of children and parents are successfully collated to guide and inform practice, through daily discussion, observation and feedback questionnaire's. This leads to well considered improvements, such as, the organisation of activities that children help to plan, and the introduction of a positive reward system that encourages children to take pride in their individual achievements and team cooperation. Partnerships with parents, carers and other childcare professionals are successfully developed, ensuring that all children receive supportive and complementary care and education.

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

Children make good progress towards the early learning goals because they are actively engaged in a well-balanced programme of activities, which cover all areas of learning well. Adults are meaningfully involved in children's play and routines, enhancing children's capabilities in most aspects of their learning. As a result, children enjoy their time at the setting and develop strong skills for the future. For example, young children say that they feel safe and comfortable because they know what to do when they come into the setting and the staff know what they like to do and play with. A successful buddy system creates positive and supportive links between older and younger children, helping children to feel welcome and reassured within the setting. Children communicate well with each other, designing and building models with the construction toys to use in their imaginative play. They are willing to negotiate and take turns when they want to use the technology

equipment and make independent choices about their indoor and outdoor play. They take responsibility for their own and other's behaviour, working cooperatively to win team 'peace pebbles'. This helps children to build and develop positive relationships.

Adult-focused activities are well planned, adding meaning and purpose to children's learning. As a result, children listen carefully to instructions and develop their speech for communication. They learn how to use money numbers to purchase items in the role-play flower shop and discover how to plant and nurture the growth of seeds with soil and water. Their 'next steps' and individual interests are clearly identified, which helps them to coordinate their fine movements and to develop new skills with enthusiasm. Staff are beginning to introduce some toys, posters and celebratory events into the setting, which help children to value diverse communities and beliefs.

Children's creativity and imagination is supported well because they have good access to a wide range of materials for them to paint, draw, colour and dress up. This enables them to express themselves through music, stories, dance and drama. They thoroughly enjoy active games outside, benefiting from regular fresh air and exercise. Opportunities for rest exist if children wish to complete their homework or to have a quiet read in a cosy space. Children learn to follow healthy lifestyles, substituting sweet and savoury snacks for fresh fruit and drinking plenty of water or juice to prevent them from becoming too thirsty.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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