

Just Like Home

Inspection report for early years provision

Unique reference number EY437596
Inspection date 29/02/2012
Inspector Vicky Turner

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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

Just Like Home is an out of school provision that was registered by the new owner in 2011. It is located within Frogmore Junior School, in Camberley, Surrey. The club operates from a large hall, library and classroom. Children have access to an outdoor play area which includes a large field. The club is situated in a residential area and offers places for children who attend Frogmore Infant and Junior School and Potley Hill Primary School. It is open each weekday from 8.am to 8.45am and 3.15pm to 5.45pm, term time only. The breakfast club is only available for children attending Frogmore Infant and Junior School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the club at any one time. There are currently 30 children on roll. Of these, five are in the early years age range. The setting supports children who are learning English as an additional language. There are four members of staff, of whom three hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Trusting relationships mean children appreciate coming to this setting and they enjoy spending time with their friends. Children's needs are met appropriately through a range of activities that capture the interest of all who attend. The setting values its strong partnership with parent and carers, although they have yet to be asked their views about the setting in order to contribute to its self-evaluation. Arrangements for safeguarding children's welfare are satisfactory and children are safe in the setting. It has identified, rightly, the areas for improvement required to do with fire-drills and tracking children's progress. The capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out regular fire drills and record them in a fire log book 09/03/2012

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

- develop formal systems for monitoring and evaluating the provision and outcomes for children that include the views of parents and carers

- develop systems for recording the progress and achievements of the children

The effectiveness of leadership and management of the early years provision

Adequate arrangements ensure that children are kept safe. Good systems for recruitment and screening checks make sure that staff are suitable to work with the children. The setting has a designated person for child protection and all staff have been trained and understand the procedures to be followed should they have concerns about a child. Play areas are safe and equipment is maintained in good condition because staff carry out daily health and safety checks. Children have not yet experienced a fire drill so they are unsure of what to do if they need to leave the building quickly. All staff are trained in the application of first aid and follow good procedures to minimise the risk of infection. Accident and incident records are maintained well. The premises are secure and the identity of visitors to the setting is checked before they are allowed in. The new enthusiastic owner, who is also a manager, leads an effective team. Staff are keen to improve the setting so that it meets the needs of children better. They have a clear idea of what they want to do such as, develop the range of resources in each area of learning, and provide more opportunities for sporting activities, art, music and drama. Regular staff meetings provide good opportunities for them to share their views, address current issues and reflect on their practice. Formal systems for monitoring and evaluating the provision and outcomes that include the views of parents and carers have not been established. That said partnerships with parents and carers are strong and valued in other ways. Communications by text, email, newsletter and informal discussions keep parents and carers well-informed about their children's welfare, learning and development. Parents and carers are supportive, often donating toys and games. They are happy with the provision and comment that 'It is a safe environment', 'the staff are friendly' and the children 'love it because they get to play with one another and let their hair down in a structured way'. Resources that interest children of all ages are adequate. They reflect a range of cultures and disabilities Staff are encouraged to update their training to bring about better outcomes for the children. They are deployed effectively so that children are supervised well at all times. Equality and diversity are promoted satisfactorily. Children of all abilities are encouraged to participate in the activities on offer. Children develop an awareness of different cultures through the celebration of various festivals such as Chinese New Year and Diwali. Parents and carers know how to complain, should they wish to. . The setting has established good partnerships with the host school, the infant school and Potley Hill Primary School. Staff liaise with the Reception class teachers on a daily basis to share information about the children's welfare and development. The 'Day Book' provides an effective three-way communication between the setting, parents and the infant school so that staff are aware of any issues for an individual child.

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

Children happily arrive at the setting and settle down quickly in a welcoming and relaxed atmosphere. They enjoy attending the setting because they 'can play with their friends'. They engage in a range of engaging activities such as bead threading, painting, construction and role-play maintaining their interest for extended periods of time. They particularly enjoy imaginative play with different characters in the dolls' house. Children's personal, social and emotional development is enhanced through making new friendships with children from other schools and playing with children of different age groups. Activities are planned according to the children's interests and abilities. Children make satisfactory progress overall but their progress in developing their language and communication skills is good because there is much to talk about. The key person system ensures that children's welfare and development needs are met. Staff know the children well; but systems to observe and record children's progress are under-developed.

Children say that they feel safe at the club because 'the adults look after us'. They know that they can talk to any adult if they have a problem. They learn about road safety, stranger danger and know safe places to play when out in the playground. Visits by the community police officer also support children's understanding of how to keep themselves safe. Children play and use equipment safely and make wise decisions.

Children make healthy choices at snack time and drink water or juice. They adopt good personal hygiene practices and understand the importance of healthy eating. Children engage in a range of physical activities and have daily opportunities for outdoor physical play. One member of staff is trained in food hygiene, so food is prepared correctly. Children's differing food allergies and medical conditions are considered when preparing the snacks.

Children share good relationships with the adults and, as a result, they behave very well. They know what is expected of them and understand that there are boundaries. They devised their own rules and have made suggestions about the resources and equipment they would like to see in the setting. Children help each other, play well together and share. They keep the setting tidy and are actively involved with recycling. Older children help the younger ones if they are in difficulty. These activities contribute to increasing their confidence, motivation and self-esteem.

Children have satisfactory skills for the future. They are articulate and have good opportunities for talk through role-play, imaginative play, and on-going conversations with adults. Children have access to the school's library so they can curl up with a book. Board games, dominoes, puzzles and shopping activities contribute to developing their problem-solving and numeracy skills. The setting offers support for homework if needed. Children have access to a computer which assists their learning in various areas. They also have a compact disc player,

electronic games and a digital camera to extend their information and communication technology skills. Children develop their knowledge and understanding of the world by finding out about foods from different countries and completing a large-size floor map of Europe with the help of an adult.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- carry out regular fire drills and record them in a fire log book (safeguarding and children's welfare) 09/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- carry out regular fire drills and record them in a fire log book (safeguarding and children's welfare) 09/03/2012