

CJ's Playcare (St John's)

Inspection report for early years provision

Unique reference number	EY332794
Inspection date	30/03/2012
Inspector	Diane Turner

Setting address	Wakefield St John's C of E (Aided) Junior & Infant School, Belgravia Road, Wakefield, West Yorkshire, WF1 3JP
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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

CJ's Playcare (St John's) was registered in June 2006. It is a privately owned setting that provides out of school care. It is one of several provisions owned by the same provider and is based in Wakefield St John's C of E (Aided) Junior & Infant School in Wakefield. The setting has use of the school hall, a classroom and outdoor play areas. Opening times are Monday to Friday from 8am to 9am and 3.15pm to 6pm during term time and from 8am to 6pm on school inset days.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 24 children under eight years at any one time, of whom all may be in the early years age range. There are currently 29 children on roll, of whom four are in the early years age group. There are five staff employed to work with the children, of whom three hold appropriate early years qualifications. The setting is a member of the organisation 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming environment where they settle well and feel safe. Children are valued as individuals and through good partnership working with parents and other early years settings they attend their individual care and learning needs are met successfully. Systems for planning activities are in place but these are not always implemented fully. Overall, effective systems are in place to evaluate the quality of the service. This promotes continuous improvement of a good standard and ensures the outcomes for children are enhanced.

What steps need to be taken to improve provision further?

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

- develop further the opportunities for parents to contribute to the evaluation process to enable them to express their views about the service
- ensure the system for planning activities is consistently maintained to ensure children's next steps in their learning are supported effectively.

The effectiveness of leadership and management of the early years provision

The setting's arrangements for safeguarding children are good. Staff are confident in meeting their responsibilities in terms of child protection, demonstrating a good understanding of the possible indicators of abuse or neglect and the procedure for reporting any concerns. The premises are kept secure and thorough risk assessments are undertaken to identify any potential hazards. Effective action is taken to minimise these. Well-established recruitment and vetting procedures are

in place and these are followed rigorously when any new staff are required in order to determine their suitability to work with children. A good range of policies and procedures are in place and these underpin the efficient management of the setting. Children have ready access to a good range of resources, which support their learning well and the staff team works very positively together.

The owner has a clear vision of what it is he wants to achieve for the service and this is shared fully by both management and staff. Self-evaluation is used effectively overall to monitor the quality of the service and promote continuous improvement. For example, since the last inspection additional resources have been purchased to support children's understanding of diversity and free-flow access to the outdoor area introduced which affords children more choice about where they want to play. Plans for future improvement are clearly defined and include working towards a quality assurance award. However, the system for involving parents in the evaluation process is not fully embedded to ensure their views about the service are known and taken into account.

Good attention is given to promoting equality of opportunity. Detailed information is gathered about each child's individual needs and the children are actively encouraged to have a say in the way that the setting operates. For example, they can record activities they would like to see offered in a comments book and staff accommodate these wherever possible. The children have good opportunities to learn about countries from around the world, which supports them in developing a positive attitude towards the cultures and beliefs of others. The setting has good links with the school it serves. Staff have frequent discussion with the class teachers as to how they can support the children's learning in the setting, which promotes a fully cohesive approach to ensuring they progress well. Partnerships with parents are good. They receive good quality information when they begin to use the service and daily discussion keeps them well informed on an ongoing basis. Parents comments about the service are very positive. For example, they state that they find staff very approachable and caring.

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

Staff have a good understanding of how children learn and develop. They provide a home from home environment where the children are able to make free choices in their play and to decide if they want to be active or to take part in quiet activities after their day at school. Focused activities are also offered during the sessions which children can take part in, such as making play dough and taking part in Easter crafts. A system is in place for the planning of these activities, however, this is not always fully maintained to ensure all staff are aware of how the activities can be used to support children's learning.

Staff interact skilfully with the children, and as a result, the children welcome their involvement in their play. For example, they are keen to engage staff in conversation and involve them in their imaginative games, such as pretending to go on holiday. The children learn to behave well because they know what is

expected of them within the setting. Consequently they feel safe in their environment. This is very evident as they relax in their den and chat happily to one another and as they confidently approach staff to request additional play items. On the inspection the children were keen to discuss what it is they like about the setting. For example, how they like drawing and have lots of opportunities for this. They also discussed how staff are kind to them and that they have lots of friends in the setting.

The children engage fully in the activities, and as a result, the atmosphere is calm and pleasant. For example, they become fully immersed in activities, such as painting, carefully producing detailed works of art. The children have daily opportunities to enjoy fresh air and physical exercise which promotes their good health. They move freely between the indoor and outdoor environment and thoroughly enjoy engaging in running and chasing games and using balls, hoops and balance equipment, which enables them to develop good physical skills. The children are provided with healthy snacks and their understanding of why particular items are beneficial to their health is good. For example, they confidently discuss why eating fruit is an important part of their diet. Good hygiene routines are promoted with the children, and as a result, they know that hand washing is important before eating and after toileting as it gets rid of germs. Staff ensure children learn to follow safe and responsible practices. The success of this is very evident as the children confidently discuss the procedures they follow during fire drills.

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

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