

Jumoke

Inspection report for early years provision

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Jumoke was registered in 1998. It operates from a church hall in Anerley, in the London Borough of Bromley. The club is registered to provide care during the school holidays and is open each weekday from 8am to 6pm. A secure outdoor play area is available. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

A maximum of 32 children aged between four and eight years may attend at any one time. There is one child on roll in the early years age group. On the day of inspection at the club there were no children in the early years age group present. The club supports a number of children learning English as an additional language. There are four members of staff, of whom all hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club supports most aspects of children's welfare and learning needs in the welcoming and inclusive environment. Children make good progress in their learning and development in most areas of learning. Children's individual needs are met as a result of the good quality care and the strong partnership with parents. Staff work effectively with external agencies to improve outcomes for children. The manager and staff team continually evaluate their practice and maximise opportunities to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- extend children's independence by, for example, allowing them to help prepare snacks
- extend further opportunities for children to explore and find out more about information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are effective as staff have a good understanding of local safeguarding procedures. They are aware of the process to follow should they have any concerns about a child in their care. Training on safeguarding children is updated on a regular basis. Recruitment and vetting procedures are effective to check that adults caring for children are suitable to work with them. Staff demonstrate how they prioritise children's safety. For

example, they carry out regular risk assessments and take prompt action to remove any hazards to create a safe environment.

Staff demonstrate through discussion, a good knowledge and expertise of how they support the development of the children effectively and make sure they have fun at the club. Staff work well as a team and have a clear sense of purpose and commitment to the continual improvement of the club. They have regular appraisals to highlight their strengths and identify any training needs. All staff are keen to update their knowledge and understanding of childcare. Staff demonstrate how they make good use of the environment to provide children with a broad range of activities both indoors and outdoors. They show how they provide an interesting variety of resources and toys for the children each day and create a warm and friendly environment for children to learn through play.

Staff have good systems in place to establish relationships with parents. Parents may be kept well informed through the use of informative newsletters, notice boards and accessible written policies. Documentation shows that all relevant information is gathered from parents when children first start and appropriate consent and permission forms from parents are reviewed at regular intervals. Staff state that they talk to parents daily about their child's day and the activities they have been involved in. Staff demonstrate how they have established effective links with external agencies to successfully support children's welfare. For example, they link with the reception teacher at the local school to aid children's transition.

Staff demonstrate how they promote inclusion well. They provide evidence of activities they provide to celebrate cultural festivals and invite parents in to share their cultural backgrounds, such as showing the children how to write in Chinese. This may help children and families feel valued and respected. The staff team show how they provide effective support for children learning English as an additional language. They describe how they ensure all children are included and involved in the activities offered, by taking into account their individual interests.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. The staff team, parents and children all contribute to the club's self-evaluation, which takes into account all aspects of the provision. Children's meetings are successfully used to gather and consider their views in future planning. All recommendations from the previous inspection have been successfully met. The complaints policy now includes the relevant contact details for Ofsted.

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

Staff explain how they encourage children to explore, play and learn in a safe and secure environment. Staff show evidence that children settle well into the routine of the club demonstrating that they feel safe. Staff make effective use of observations to identify children's next steps in all required areas of learning. Staff have a thorough knowledge of the children. They talk in detail about what the

children can do and how they plan to meet their individual needs. They have evidence to show that children make good progress in relation to their starting points.

Staff demonstrate how they help children gain a good knowledge and understanding of the world. They are able to participate in a wide range of cultural activities and learning experiences to help them develop positive attitudes to diversity and difference. Exciting outings to the local woodland area, cultural museum and cinema provide opportunities to learn about features of the local community and the wider world. Staff have evidence to show how they promote children's creative development effectively. For example, children have made Easter cards and baskets and they have ample opportunity to write for different purposes and can independently access a wide range of writing resources. This supports children to successfully develop their early writing skills. All these experiences help promote children's skills for their future learning. However, the use of information, communication and technology in the club is currently limited.

Staff explain how they help children develop a good knowledge and understanding of how to lead a healthy lifestyle. They offer children regular fresh air and exercise during daily outdoor play, and help them to gain an understanding of the changes that happen to their bodies when they are active. Children have regular opportunities to help them gain an understanding of healthy eating. Staff state they are able to make choices from the nutritious snacks provided. Suitably sized jugs may allow children to pour their own drinks, where appropriate. However, staff agree there are currently no opportunities for children to prepare their own snack. This helps to support the development of children's independence skills. Staff help children to develop a sound understanding of the importance of personal hygiene through the embedded practice of the staff team who actively encourage them to wash their hands before eating and going to the toilet. Staff offer good opportunities for children to learn about safety. For example, visits from the local police, reinforces the importance of safety awareness, regular practice of the emergency evacuation procedures and encouragement to safely use a range of tools.

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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