

CJ'S PLAYCARE (DANE ROYD)

Inspection report for early years provision

Unique reference number	322094
Inspection date	28/03/2012
Inspector	Nicola Dickinson

Setting address	DANE ROYD J & I SCHOOL, STONEY LANE, HALL GREEN, WAKEFIELD, WEST YORKSHIRE, WF4 3LZ
Telephone number	07802 855201
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

CJ's Playcare was registered in 1996 and is one of several owned by the same provider. It operates from the hall, a shared area and the old hall, within Dane Royd School, Hall Green, near Wakefield. Children have access to an enclosed outdoor play area. The provision is open each weekday from 8am to 9am and 3.20pm to 6pm during term time only.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 92 children aged from three to 11 years on roll.

There are four members of staff who work with the children, of whom three hold appropriate early years qualifications to at least level 2 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and welcoming environment. Effective safeguarding measures and good levels of supervision ensure children's safety. Children make sufficient progress in their learning because, overall, starting points and developmental targets are identified and supported. Partnerships with parents are strong and information which supports children's health and welfare is shared. Partnerships with other professionals are very good. Equality and diversity is promoted throughout children's learning. In the main, the provision's self-evaluation system is consistent and effective.

What steps need to be taken to improve provision further?

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

- build on evaluating the provision to ensure parents are meaningfully involved in the self evaluation process
- expand observations to identify the next steps in children's learning and develop planning to reflect children's interests.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the provision because effective safety measures are in place. Staff identify risks and these are minimised by the high levels of supervision. Staff have a good knowledge of safeguarding policies and the procedures to be followed should they have concerns about a child's welfare. All required documentation is in place and is effective in practice.

The setting is well organised with a good range of developmentally appropriate resources, which promote independence in young children as they investigate the environment. Good use of resources in the school, including the outdoor area and shared area, extend children's learning into the wider environment, enhancing their knowledge and understanding of the world.

Children's individual health and welfare needs are met well because staff have strong partnerships with parents. They find out about their home background and cultures and, as a result, children's individual needs are effectively supported. Proficient understanding of transition ensures children who attend other early years provisions enjoy good continuity of care. Displays and a variety of resources increase children's awareness of other cultures and diversity. A positive attitude and well-informed explanations help children to understand the needs of people with disabilities.

The management team have a clear vision to develop their provision and ensure staff access relevant training. This supports a high standard of care and learning for children. They share good practice with other providers and seek advice and support from the local authority. The management team are aware of their strengths and some of the areas for development. Their practice is reflective and they use self-evaluation to identify additional areas for ongoing improvements that will benefit all children in their care. However, parents are not meaningfully involved in the evaluation process. This means their knowledge and expertise is not effectively utilised in improving the provision.

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

Staff have a good understanding of the Early Years Foundation Stage and use this to observe children's learning and identify their interests. Children make good progress in their learning because staff work with the school to ensure that they are aware of children's starting points and achievements. Observations identify children's interests, however, these are not used as well as possible to plan for and extend children's learning experiences. Staff work hard to engage children in activities as they actively participate and encourage all of the children to join in. A good balance of adult and child-led activities ensure children enjoy a variety of learning experiences. The use of resources within the school, such as, the trim trail and interactive white board, extend the children's learning experiences very well. The outside area gives children opportunities to enjoy play in the fresh air whilst learning to risk assess for themselves. Good use of space ensures children are provided with quiet areas for rest which meet their individual needs.

The children in the setting feel safe. They are happy and have positive relationships with their peers and staff members. Children clearly enjoy their activities as they are animated and display high levels of concentration. The provision has effective routines in place which means children are developing a good understanding of personal hygiene. Children have healthy choices at snack time and drinking water is readily available, ensuring children are well hydrated.

Activities, such as, making wraps, are developing children's understanding of the needs of others with regard to diet and culture. Children develop good skills for the future because staff are positive role models. Children behave well as modelled behaviour helps them to understand why they should include each other in their play and be kind to each other. Clear boundaries are set, helping children to develop a comprehensive understanding of right and wrong. Children are valued as individuals and efficient levels of support ensure all children make good progress in their learning.

Children make good progress in communication, language and literacy because staff engage them in stimulating activities. Stories, interactive resources, and conversation, develop children's understanding of spoken and written language. In some activities, pictorial support encourages understanding in children who speak English as an additional language. Children develop a good understanding of mathematical and scientific concepts, such as, shape, size and measure, through activities and the use of everyday language. Children's skills in critical thinking are promoted because staff ask questions and give them prompts to help them solve problems and make decisions. For example, a game of 'Hangman' encourages children to solve a word puzzle . Children are supported well in facing challenges through the use of effective, enthusiastic praise. This helps them to build self-esteem and gain the confidence to stretch their skills to new levels.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----