

# Jules Et Lis

Inspection report for early years provision

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**Unique reference number**

EY436890

**Inspection date**

21/05/2012

**Inspector**

Jo Rowley

**Setting address**

St. Thomas RC Primary School, Ward Avenue, GRAYS,  
Essex, RM17 5RW

**Telephone number**

07946642915

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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

Jules Et Lis is one of four out of school clubs run by Jules Et Lis Limited. It was established in 2010 and registered in 2011. The club operates from two adjoining demountable classrooms within the grounds of St Thomas of Canterbury Roman Catholic Primary School in Grays, Essex. All children share access to a secure and enclosed outside playground and field. Access to the premises is via eight steps leading up to the entrance of the classrooms. A maximum of 30 children may attend the out of school club at any one time. The club opens every weekday from 7.30am until 9am and from 3.15pm until 6.15pm, during school term times only.

There are currently 37 children aged from four to 11 years on roll. Children attend for a variety of breakfast or after school sessions. The club serves the children attending St Thomas of Canterbury School. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs five members of staff, of whom four hold appropriate early years or play work 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.

Staff create a warm and friendly environment and have a good knowledge of each child's needs, in order to promote an environment where all children are welcomed. Effective safeguarding procedures and welfare routines are in place and most documentation is well maintained. Planning for the children in the early years age range supports them in making good progress in their learning and development. Effective links with parents, carers and other professionals promotes consistency in children's care and learning. The staff team demonstrate a commitment to providing children with high levels of care. Overall, self-evaluation systems are well established and the owner and her staff team effectively communicate and work together in order to promote continued improvement.

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

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

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register)
- 04/06/2012

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

- enhance the system of self-evaluation to ensure that staff, parents and children are involved in a meaningful way and monitor the impact that the improvements have on the outcomes for children
- review staffing arrangements to fully meet the needs of all children, this specifically relates to the organisation of tea time.

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

Clear guidelines and effective safeguarding procedures ensure that children are protected. For example, policies and procedures have recently been updated to ensure that they are in line with the forthcoming Early Years Foundation Stage framework. Staff carry out daily safety checks and risk assessments to minimise any hazards to children both inside and outside of the building. Staff handbooks are designed to ensure that staff are aware of the most up-to-date information in order to fully protect children. Good vetting and recruitment systems ensure that all adults working with children are suitable to do so. Regular staff meetings promote an awareness and overview of staff skills and their areas for development, protecting children's welfare. The owner and day-to-day manager support staff in their training to ensure that staff development is promoted. For example, all staff receive regular safeguarding and first aid training, enabling them to further protect children. Prior written consent is obtained from parents before administering any medication and parents are informed of any medication given. However, medication records are not always completed and whilst this has minimal impact on children's safety this is a breach of requirements. Children learn about safety at the after school club through day-to-day discussions with staff, for example, whilst they move between rooms. They learn about protecting themselves further as they take part in regular emergency evacuation drills and receive gentle reminders from staff with regard to the boundaries of outside play.

The staff work well with parents to ensure there is an exchange of information to promote children's welfare, learning and development. Parents communicate how happy they are with the care their children receive. Staff evaluate their setting through the use of parent and child questionnaires. Self-evaluation is effective in identifying areas for improvement to raise standards, however not all staff are fully involved in the formal evaluation process. The setting works closely with the school to meet every child's needs by liaising with teachers with regard to the overall well-being of the children.

Staff show genuine enthusiasm and know the children well as they encourage them to feel secure and confident. The environment is beneficial to learning and is looked after appropriately by staff and children. Resources are accessible and clearly labelled, enabling children to make some independent choices about what they do at the club. The staff are aware of the needs of the children attending and offer activities which can be adapted for all children, ensuring that they develop and achieve appropriately. The staff team promote equality and diversity within the club, for example, all children, regardless of their individual or specific needs, are welcomed in to the club and unfair discrimination is always tackled.

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

Children are offered a range of fun and interesting activities which help them to make good progress in their learning and development. They are happy and settled and choose to take part in activities, both inside and outside, each day. Planning is flexible and largely child-led, supported by daily structured activities. Children make independent choices within their play and staff respond by supplying the appropriate materials. For example, children enjoy a 'Cowboy and Indian' theme at the club and draw their own hats and tepees. The activity is extended for all children as they collect their own twigs, wool and felt and create their own tepees, which they proudly show to parents at collection time. Throughout the activity staff ensure that all children's individual needs are met by encouraging older children to help younger children who need extra support. Staff knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage is good and the level of challenge is sufficient to interest and engage most children. Younger children show that they feel safe and secure and develop a sense of belonging in the provision as they interact with staff and ask for help where needed. Observations are completed and used in planning to ensure that all areas of learning, within the Early Years Foundation Stage, are fully covered for younger children. Staff are clearly happy to change or extend activities to accommodate children's individual choices and ideas, promoting inclusion.

Most children work independently and decide, together with their friends, what they want to do at the club. For example, a small group of children take pleasure in creating their own games outside whilst others use their imagination to make large train tracks inside. Children show a developing awareness of the value of a healthy lifestyle as they enjoy a healthy tea from the weekly club rota. Their independence is encouraged as they serve themselves and clear up their own utensils. However, in general, tea time is quite disorganised due to staff organisation not being effective. For example, with all children eating at once, noise levels increase and due to the sheer volume of children hot food goes cold quickly. Children enjoy good opportunities to be physically active each day as they use the area outside and take part in team games such as beanbag darts or team football. As staff join in with activities children laugh and show a genuine enjoyment in their involvement.

Children engage easily in conversations together and with adults. They sit together during activities and learn from each other. For example, whilst a group of children enjoy making 'Wanted' posters, staining them with tea bags, they learn about the different aspects of the lives of cowboys and Indians. Some older children support and encourage the younger children as they sit together at the creative table, promoting younger children's self-confidence. This kindness is praised and recognised by staff. Children are confident when using technology and use electronic resources and computers with ease. Their creative skills are also developing as they enjoy role play opportunities, including dressing up. Children are making sound progress and exploring their emerging skills and confidence within a group setting where there is a broad age range.

## 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:

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:

- take action as specified in the early years section of the report (Records to be kept). 04/06/2012

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:

- take action as specified in the early years section of the report (Records to be kept). 04/06/2012