

Jo and Stu Childcare

St. Marychurch C E Primary & Nursery School, Hartop Road, TORQUAY, TQ1 4QH

Inspection date	27/09/2012
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children benefit from the strong focus on encouraging independent play at the end of a busy school day. They enjoy choosing from the wide range of resources available and quickly settle down to activities that interest them.
- New children are supported effectively in settling in to the lively after school environment and socialising with children of different ages.
- Good use is made of the outdoor play environment to enable children to play outside in the fresh air in all weathers.
- Staff at the club work closely with parents, carers and teaching staff to share information about the children to support their progress and development.
- Children develop good relationships with one another and play together harmoniously.

It is not yet outstanding because

- Children are not always actively encouraged to develop confidence in extending their speaking skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room and the playing field.
- The inspector held discussions with both members of staff present during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed aspects of the setting's self-evaluation and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own survey of parents and children.

Inspector

Heather Morgan

Full Report

Information about the setting

Jo and Stu Childcare is situated in the community room of St Marychurch Church of England Primary School in Torquay, Devon. It was first registered in 2009 and is privately owned by a husband and wife team who are also registered childminders. The premises consist of a play room with a quiet area. Children also have use of two large playgrounds,

a playing field and forest school area.

The setting provides after school care, mainly for children attending the host school and nursery, on weekdays during school term time, between 3.15pm and 6pm. There are four children on roll aged between three and four years. The club is also registered on the compulsory and voluntary parts of the Childcare Register and provides care for children up to the age of 11.

The husband and wife team both hold relevant National Vocational Qualifications at Level 3 and also hold Forest School qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the focus on helping children expand on what they say, introducing and reinforcing the use of more complex sentences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a clear understanding of the principles that underpin purposeful play and are sensitive to the individual needs of the children attending. They are skilled at encouraging children to make independent choices and understanding when children need extra support or encouragement to enhance their play. For example, they respond promptly to children's requests, such as asking if they can pitch tents on the playing field, and help new children learn how different pieces of equipment work by giving clear demonstrations when children show an interest in them.

The club is organised well to provide a calm, welcoming play environment where children can relax at the end of a busy school day. Because children are able to make their own independent choices, they can choose to rest, play quietly by themselves, engage in livelier outdoor play or participate in games with groups of children. Consequently, children are happy and play harmoniously with each other. Staff take care to adapt sessions appropriately to help new children settle in. For example, they limit the range of outdoor areas used while new children get used to the boundaries.

The nature of the club, with its focus on encouraging independent play, complements children's personal, social and emotional development effectively. Although there is an atmosphere of lively conversation within the club, younger children are not always actively encouraged to develop confidence in their speaking skills and staff occasionally miss opportunities to encourage clear speech.

Children are confident and enjoy a learning and play environment which complements their learning at school, enabling them to consolidate and continue with their next stage of learning.

The contribution of the early years provision to the well-being of children

Staff at the club place a good emphasis on helping children develop their self-esteem, independence and confidence. Consequently, children settle very quickly at the club and are able to choose from a range of resources and activities that capture their interest well.

Children enjoy the opportunity to play outdoors, after spending time in school during the day. They make good use of the outdoor areas to engage in physical play, imaginative games and finding out about the natural world. Children are encouraged to help themselves to drinks and snacks when they are hungry. They enjoy fresh fruit, vegetable sticks and crackers. If they are particularly hungry, they supplement these snacks with toasted waffles, scones or teacakes. Children confidently make these choices and learn how to pour their drinks carefully, make milkshakes and use a knife to spread a choice of toppings.

New children are welcomed into the group and arrive happily. They choose whether to play quietly on their own or join in with what the other children are doing. For example, they engage in imaginative play using resources such as character figures, they explore creative resources, learning how to mix different colours of paint and they take their snack items outdoors and join groups of children playing in tents on the playing field. The freedom to choose what they would like to do helps them to settle quickly and learn about the boundaries within the club. Children work together to decide how they should behave and create 'rules' to manage their own behaviour. They agree to treat one another with respect and to take account of each others' feelings. They understand that these boundaries help keep themselves and others safe.

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

Good priority is given to keeping children safe and secure. The children are familiar with the school environment and quickly learn which areas they can use at the after school club. Staff have a good knowledge and understanding of safeguarding issues. They access regular training to keep their knowledge up to date so that they can respond effectively if they have any concerns about a child in their care.

There are good links with the host school. Staff meet regularly with teaching staff to share their observations of children attending the club. These are included in children's learning journals and contribute to supporting their progress and development.

The husband and wife team running the club regularly reflect on their practice and share a

commitment to improving the service they offer. They identify and attend training to enhance their practice, such as gaining Forest School qualifications. They regularly canvass the views of parents, carers and children and take note of the feedback they receive. For example, they have adjusted the times that children access computer games following suggestions from parents.

Parents receive a wealth of information about the club before their children join. The principles that underpin the club's approach to play are explained to them. Parents are encouraged to help children make a smooth transition between being engrossed in their play and leaving the setting at collection time. Parents really value the play-based club as they feel it provides appropriate activities for their children to enjoy at the end of their school day. They comment that children flourish during their time at the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY398599
Local authority	Torbay
Inspection number	816118
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	16
Name of provider	Jo and Stu Childcare
Date of previous inspection	15/03/2010
Telephone number	01803 328913

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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