

Jozone Kids Club @ St Thomas Moor

St. Thomas More RC Primary School, Huthill Lane, WALSALL, WS6 6PG

Inspection date	08/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Key persons develop positive relationships with children to ensure they feel safe and secure within their environment.
- Children benefit from a range of self-initiated and planned opportunities to extend their learning and development.
- The children enjoy daily opportunities for physical play both indoors and outdoors.
- Staff have a suitable understanding of their key role and responsibilities to safeguard children and how to support their learning and development.

It is not yet outstanding because

- Support of children's acquisition of communication and language is not always sharply focused.
- Practitioners do not always ensure consistent high levels for children's health, this is with regards to children's hand washing.

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 voluntary and compulsory parts 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 main classroom and in the outdoor play areas.
- The inspector held discussion meetings with the registered person and the manager of the setting.
- The inspector took account of the views of children, discussion with a parent during the inspection and the staff attending.
- The inspector sampled documentation, including, evidence of staff suitability, self-evaluation, planning and assessment documentation, policies and procedures, children's records and photographs of children engaging in different activities.

Inspector

Mary Henderson

Full Report

Information about the setting

Jozone Kids Club @ St Thomas Moor was registered by Ofsted in 2012. The club is one of five out-of-school settings which is privately owned by the same provider. It operates from a designated classroom in St. Thomas More RC Primary School in Great Wyrley, Walsall.

The club serves the local area and has strong links with the school. The club is accessible to all children and there is a fully enclosed outdoor play area.

The club opens Monday to Friday during term-time only. Sessions are from 7.30am until 9am and 3.15pm until 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children on roll, of these, six children are in the early years age range, two of whom were present during the inspection. Procedures are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs five members of child care staff. Four staff hold appropriate early years qualifications, including two with an early years degree. One member of staff is unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

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

- develop further methods for staff to encourage and extend children's communication and language skills during adult-guided activities
- develop children's awareness of how to keep themselves healthy by encouraging all children to wash their hands before snack times.

Inspection judgements

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

Children make consistent progress in their learning and development. Staff provide a range of activities that interest the children and include self-initiated and planned adult-guided time each day. Focus time includes topics, such as, making a leaf scarecrow from the leaves previously collected on a walk around the grounds. Children enjoy making independent choices from the broad range of resources and equipment around them. For example, they like to take turns on the games console, write their names on the whiteboard and play partner games on equipment, such as table top football. They enjoy circle time where they can talk about their feelings and get to know one another and their key persons well.

Staff ensure children's access to the outdoor play areas each day, and during poor weather the children make good use of the indoor school hall for their physical activities.

They enjoy joining in with games, such as dodge-ball, football and bat and ball games both in the hall and in the outdoor play areas. Indoors the children like to take time limited turns on the club games console. They also like to use and explore the programmes on the computer which supports their mathematical and literacy skills. Focussed activities led by staff encourage children's skills across all areas of their learning and development. However, staff do not always explore all opportunities to further encourage children's language and communication skills during such times.

Staff ensure a good key persons system is in place for the children. Key persons observe the children across the prime and specific areas of their learning. This, along with discussions with the children's teacher, is used to plan their next steps in line with their learning and development needs. The children and parents are able to add to the child's profile which also includes examples of their work, for example, their arts and hand writing skills. Children plan their own activities through group discussions with one another and the staff. In working collaboratively with the school and children's parents, consistency, continuity and children's transitions are fully supported by the staff.

Parents receive verbal and written feedback about their child's time at the club. The parents share what they know about their child. This helps the staff to further support and plan experiences based upon the children's current interests and developmental needs.

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

Children are developing relationships with one another and the staff. They show they have a good sense of belonging to the setting as they ask staff to play games with them and make their own independent choices. Children put their own coats on, take themselves to the toilet and help themselves to their snacks as they wish. This encourages the children's sense of security and confidence within the club. Circle time with the children also encourages their relationships with one another as they discuss their feelings and make plans for their own activities. This encourages good behaviour and respect between the children. Children laugh and giggle with one another and the staff and show excitement as they involve themselves in the computer games. Children show a good understanding of safety. They decide on their own rules for the club and are aware of security issues, such as not opening the door to let anyone into the setting, but to let a member of staff know there is a caller.

Routine activities, such as practising the evacuation drill and following rules, help children learn about the importance of personal safety. Children enjoy a healthy lifestyle because of the daily physical play experiences and the food they eat at the setting. All of the children eat well because a nutritious snack is provided for them, including fruit, toast and crackers. The children also make their own snacks, including pizzas and bread, taking into account any specific dietary requirements. Children know to wash their hands before eating and after visiting the toilet to keep themselves healthy and do so independently. However, staff do not always remind children at all times to wash their hands before eating, particularly when they become excited about their activities and forget to do so.

The effectiveness of the leadership and management of the early years

provision

The staff and management have a good understanding of their key roles and responsibilities regarding safeguarding. The setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The registered person ensures robust recruitment procedures are in place so that all adults working with the children are vetted and their suitability ensured. All staff are fully aware of the child protection procedures to help safeguard children and maintain mandatory documentation appropriately. Areas are risk assessed each day before the children arrive at the club. This includes, all indoor and outdoor areas, the children's equipment and toys.

Staff attend various training sessions as identified through discussions with the manager and registered person. For example, staff have first aid and food hygiene qualifications. The registered person is fully aware of any performance management issues and has plans in place for further improvement around this. For example, one member of staff is booked on observation training as she works with the youngest children. Self-evaluation and monitoring of the provision are used to clearly identify strengths and weaknesses in the club. Targets identified ensure improvements for the children on roll, so that children's experiences and learning is further fostered.

Parents complete questionnaires that are also used to further foster improvement for the children on roll. There is strong partnership working between the club, the school and with other professionals. For example, some staff also work at the local children's centre and are able to support parents in identifying other professionals should this be required for any child on roll. Teachers pop into the club to talk with the staff and children. This also supports children's feelings of belonging to the setting.

The Childcare Register

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

The requirements for the voluntary 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	EY445551
Local authority	Staffordshire
Inspection number	793994
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	61
Name of provider	Jozone Kids Club Limited
Date of previous inspection	Not applicable

Telephone number

07966282431

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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