

J K Club

The Swillet Social Club, Stag Lane, Chorleywood, Rickmansworth, Hertfordshire, WD3 5HW

Inspection date	07/12/2012
Previous inspection date	24/03/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and settled at the club. They benefit from a highly motivated and experienced staff team who know the children well. The staff build on the children's recently acquired skills and extend their learning through an exceptionally broad range of well-planned activities and interesting play opportunities.
- Children are chatty and show extremely high levels of confidence in talking to adults and making their needs known. They are very well behaved as they understand what is expected of them. They are supported by staff in making decisions and sharing ideas about their play.
- Children are cared for in a safe environment. They learn how to manage their own safety through very effective routines. They engage in discussions with staff about how to set up games, taking into account the needs of the other children around them.

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 children playing in the main hall.
- The inspector looked at the records of the children's personal care and documents for the smooth running of the club.
- The inspector spoke to children to find out about their interests and what they enjoyed doing.
- The inspector sought the views of parents as they collected their children from the club.

Inspector

Tina Kelly

Full Report

Information about the setting

The JK Club provides breakfast, afterschool and holiday club care and was registered in 2003. The club operates from a social club in Chorleywood, Hertfordshire and has sole use of the premises whilst in operation. There is easy access to a secure outside play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts

of the Childcare Register. There are currently 75 children on the attendance data base aged between four and 11 years. The inspection took place during and after school session. There were 24 children attending, of whom five are in the early years age range.

The club offers a breakfast session from 7.30am to 9am. The afterschool sessions run from when the children are collected from school until 6.15. The holiday club is open between 8am until 6pm. Children can attend for a variety of times and sessions to meet family needs.

The club is managed by the registered provider who holds an HND in Early Years. She employs five members of staff. Of these two hold early years qualifications at level 3 and others have appropriate qualifications or are working towards a qualification through an apprenticeship scheme with the local college. The club supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the opportunities for children to be involved in the planning of future events and activities.

Inspection judgements

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

Children thrive in this very well-managed setting. They have many excellent opportunities to extend and develop their newly acquired skills in a vibrant and interesting setting. Planning is based on the revised Statutory Framework for the Early Years Foundation Stage and the outcomes in the Development Matters document. The planning shows a broad educational programme is in place that reflects the seven areas of learning. The activities are adapted to meet the needs of the different ages and abilities of the children attending the club. Staff know the children extremely well as they share in the information on the 'all about me' forms so they can support children's interests and individual needs. The observations and assessments in the children's learning journeys show they take part in a varied range of experiences both in the club and out in the community that build very effectively on their social and early learning skills.

Children become very involved in the planned adult-led activity of making large, intricately decorated snowflakes. These are to be added to the wall displays or taken home. Children

show very good scissor skills as they snip out patterns to give a diamond and triangle effect as they unfold the paper to show the snowflake shape. Glitter is used for the final finish. Children share their experiences about snow with each other and staff ask appropriate questions about children's past experiences. There had been a dusting of snow over the past days so children were excited at the prospect of more snow.

Children's play is extremely well supported as there are designated areas to promote different areas of learning. There is a purpose-built home play area that is adapted by the children as their games evolve. The soft, cushioned area is well used with a very good selection of books and a cassette player for children to listen to stories. Children use the floor space for construction and large puzzles. The staff team support children's decisions and sit with them to talk about what they want to do and the best way to manage the space around them. Children become engrossed in their chosen activity. They have free access to make choices about their own play from the very good range of quality toys and resources that are readily accessible and stored around the hall. Regular outings to the woods and park for camp building and nature walks provide excellent opportunities to extend children's understanding of the wider world and their local community. Children's life experiences are further developed as the emergency services are invited to the setting. Visitors from a charity for the visually impaired have shared aspects of life with a disability and extended the children's understanding of how people live.

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

Children show high levels of self-control and a growing confidence in social situations during the larger group activities. They are extremely well behaved and show they understand how to manage challenges as they are encouraged to share, take turns and include the other children in their play. A set of rules has been devised by the children so they know what is expected of them. These are on display and are used by staff to remind children to take care and be aware of others playing nearby. Staff use simple gestures to get the children's attention. They put their finger to their lips when they want the children to stop talking. Children know they are expected to listen to instruction when the staff point to their ears. This system works well and the children respond quickly when they are told it is time for tea. Staff are consistent in using praise and instant reward stickers can be given at any time to acknowledge and promote positive behaviour. Children's kindness and consideration is recognised with bonus points that go towards their team total. Achievements are recognised with names being displayed on the team wall. Children are beginning to understand how their behaviour impacts on their future opportunities. At the end of term the team with the most points is able to choose new resources or toys. This builds on their responsibility to others and the importance of being part of a team.

All staff are highly skilled and sensitive in helping children to form friendships with the children from other schools. They provide a strong basis for children to develop their independence in exploring their environment and making their own decisions about what they want to do. The club makes provision to collect children later in the afternoon from afterschool sports sessions. This gives children a sense of belonging within their own peer group even when they are cared for by the BK Club. This enables children of all ages to be confident in taking part in future events and activities at home, at school and in the

community.

The setting meets the welfare needs of children to an exceptionally high standard. The information gained as they come into the setting is used to ensure those who need additional support remain the responsibility of their key person. The observations and assessments are used to make sure staff are responding to children's changing needs and routines.

Children's understanding of a healthy lifestyle is promoted through well-established every day routines. The club provides nutritious snacks, staff sit with the children and talk about their likes and dislikes. They are beginning to understand the importance of how a good diet and exercise promotes their growth and development. When it is not possible to play outside children request the use of the games console which is interactive and shown on a large screen. Children are very confident gradually becoming quite extrovert as they copy the onscreen dance moves; joining in the songs and taking part as a large group with great enthusiasm and delight. They laugh sing and dance with excellent support from the staff team. This contributes to the club's outstanding approach to providing an all-inclusive setting where children feel they belong because they revel in the praise and applause received from a dedicated staff team.

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

The management and staff at the club are highly committed to providing a stimulating and busy environment that recognises and meets the needs of the school age children in their care. The experienced staff team have a good understanding of how children learn through play. They review the opportunities they provide for children and evaluate their practice at regular team meetings. However, there is scope to improve further the involvement of the children in the planning of future activities and events to enhance their self-esteem further. The re-formatting of documents relating to the statutory framework shows how the club meets the learning and development and welfare requirements to an exceptionally high level for out of school care. The recommendations made at the last inspection have been met in full, this has improved the younger children's experiences in their key groups and at tea time.

The club provides a very safe and secure environment for children to play. The manager is the designated member of staff for child protection. All staff have attended safeguarding training. The policies and information on display are based on local authority Safeguarding Board procedures. Vigilant procedures and good management of the front door further protect children's safety. Risk assessments and robust rules are in place to manage the transporting of the children to the club. These also apply when children are taken out in the community for play sessions at the park and nature walks in the woods. Links with the schools are good with security measures in place to ensure children are collected and taken back to the club in a safe manner.

The extremely well-organised management of the setting enables the club to provide placements for students on an apprenticeship with the local college. Students are

monitored and coached to ensure they are gaining experiences that enable them to promote children's care and learning needs. The well-qualified staff team continually review their practice and access training through the local authority early years development team. The well-established team meetings and staff appraisals ensure staff have the skills to promote a broad and challenging programme of events for the school-age children who attend.

Working parents are very pleased with both the service the club provides for them and the opportunities and activities for their children. They know the club is very dependable and can share experiences of when the schools close due to bad weather and the club steps in to care for their children. Parents are encouraged to share their views on a regular basis. They were asked to email feedback and comments to the club so the detail could be included in the evidence for their inspection. This shows the management team and staff are confident in the high quality service they provide for all families.

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	EY268251
Local authority	Hertfordshire
Inspection number	819850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	75
Name of provider	Joanna Minter
Date of previous inspection	24/03/2010
Telephone number	07815 814220

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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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