

Jumping Jakes Child Care Scheme

Poulton Lancelyn Primary School, Venables Drive, WIRRAL, Merseyside, CH63 9LY

Inspection date

Previous inspection date

11/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Safeguarding procedures are fully understood by staff to ensure that children are protected from harm. They are committed to raising children's awareness of safety issues to help them learn how to look after themselves.
- The well planned school hall and the wide range of resources creates an enabling environment, promoting the children's independence and engaging them in purposeful play.
- The effective partnership working with the host school and pre-school assists staff in planning complementary activities and providing continuity to promote children's learning and development.
- Children are happy and settled; they demonstrate positive behaviour and strong self-assurance.

It is not yet outstanding because

- There is a limited range of resources and activities planned to support children's understanding about the diversity of society.
- There is not a 'buddy' key person system, who is known to the child and parents, in place to support children in the absence of their key person.

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 hall and the outdoor play area.
- The inspector held meetings with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation processes and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

The Jumping Jakes Child Care Scheme was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Poulton Lancelyn Primary School in the Bebington area of Wirral, and is managed by the registered provider. The out of school provision serves the local area and is accessible to all children. It operates from two school halls and there is a fully enclosed area available

for outdoor play.

The out of school provision employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The out of school provision opens Monday to Friday and sessions are from 8am until 8.45am and 3.30pm to 5.45pm term time and 8am to 5.45pm during school holidays. Children attend for a variety of sessions. There are currently eight children attending, who are in the early years age group.

What the setting needs to do to improve further

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

- extend the key person system by introducing a 'buddy' key person to offer children the extra support if needed when their key person is not present
- improve the range of resources and activities planned to strengthen the children's understanding about the diversity of society.

Inspection judgements

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

Children are happy and enjoy their time spent in the out of school provision. On arrival, children receive a warm welcome from staff and their friends already present. Staff understand the importance of following children's interests and involving them in the planning of activities to foster their enjoyment and participation. Staff have a good knowledge of the revised Early Years Foundation Stage framework. They effectively use this knowledge to support children's learning and development. The thoughtfully planned indoor environment successfully engages children's interest to enjoy a varied range of activities. The use of barriers effectively creates designated areas of specific activity within the hall, such as, role play, quiet area, art and craft, construction. This results in children pursuing activities of their choice without being disturbed by the more energetic activities of others.

Effective systems are in place for partnership working with parents and other professionals to promote continuity in care and learning. Staff fully appreciate children's varying needs after a busy day at school or pre-school. The key person system contributes to children's individual needs being met. Key persons know their key children very well. They complete observations on the children and use the guidance document, Development Matters in the Early Years Foundation Stage, to identify the next steps planning. However, the key

person is not paired with a 'buddy', who is known to the children and parents to offer the special relationship in their absence. There is a wide age range of children attending the provision and on occasion, the youngest may need extra support in the absence of their key person. The children's learning records are available to parents, upon request, at anytime.

Children confidently pursue their self-chosen activities and move around the hall as their play ideas change direction. They have many opportunities to use their imagination and to explore a range of media and materials. Children use their problem solving skills as they construct. Through trial and error, they find the appropriate sized construction blocks for their intricate designs. Children extend their skills and understanding of technology as they play with resources in role play, use the computer and operate interactive computer games. The designated quiet area is where children relax on large comfortable floor cushions. In this area, they enjoy books and talk to friends. Children are confident to play on their own as well as with their friends. Staff's involvement in the children's activities enhances their experiences and enjoyment. Staff skilfully know when it is valuable to involve themselves or more appropriate to allow children to pursue activities independently. Children and staff talk to each other in a friendly and relaxed manner.

Children have the opportunity to play outside at each session throughout the year. They enjoy the space to run and pursue energetic play. Large and small equipment is available and used by the children to develop their physical skills. For example, they climb and balance on the permanent large equipment in the school grounds and enjoy the group ball game.

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

Children clearly feel comfortable at the out of school provision. The key person system helps children to form secure attachments and enhances their sense of security. Children's behaviour is good. They are well mannered and caring of others, which reflects the good examples of behaviour set by staff. Children show respect towards each other and in the activities pursued in the designated areas. They are mindful that their play does not disrupt or spoil others enjoyment. At the beginning of the session, children sit together as a whole group and have opportunity to talk about the events of their day and their lives. This helps children to appreciate similarities and differences between themselves and others. However, there are few resources and activities planned to strengthen children's understanding of the diversity of society.

Children's health is effectively promoted. They have opportunity to benefit from fresh air and exercise each session. Nutritious snacks are provided. Fruit and drinks are available to the children throughout the session. Children are independent in their personal care. They follow the procedures to help prevent the spread of infection, such as washing their hands before snack. There are clear administrative systems in place for gathering information about children's personal details, such as, contact details for parents, emergency carer, dietary needs and allergies. This enables staff to effectively meet children's individual needs. Activities are planned to raise children's awareness of safety issues and how to

look after themselves. Children have made their own display of safety codes and signs. From a young age, they competently follow the provisions safety procedures. For example, they put on the high visibility jackets before playing outside and know that they wear these jackets to be seen.

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

Safeguarding arrangements for children's well-being are established and effective. The staff team demonstrate a high level of commitment to promoting children's safety and undertake regular safeguarding and first aid training. The designated safeguarding officer has undertaken specific training for the role. Recruitment procedures ensure that all staff are vetted and suitable to work with children. Risk assessments are undertaken to make sure that both the indoor and outdoor environments are safe for purpose. Legally required records for children's welfare are accurately maintained.

This is the provision's first inspection since the registration with the new registered provider. There is a strong commitment to make continuous improvements to the quality of the provision. At team meetings, staff reflect on practice and set targets for improvement. Currently, they are focusing on improving the indoor learning environment. The plans are to make best use of space and walls for displays to further enhance the welcoming and enabling provision. The views of children and parents are sought through discussion and completing questionnaires. Staff training is considered an essential feature to raise the quality of the provision. Recent training has included developing staff's knowledge of the revised Early Years Foundation Stage Framework. Supervision sessions offer staff support and appraisals identify their ongoing suitability and opportunities for professional development.

Strong links are established with the host school and pre-school. Information gathered from the teachers and the pre-school practitioners is used to complement and support individual children's learning. The provision has a designated foundation stage coordinator and with the manager they monitor the quality of the educational programmes. This includes tracking the children's observations to ensure that they are frequent enough to effectively inform planning. Meetings are scheduled with the teachers to further enhance the monitoring of the quality of individual planning and the range of experiences and activities offered.

Positive working partnerships are developed with parents. Good communication systems are in place to share information, including daily discussion to give verbal feedback on their children's time at the provision, newsletters and displays. Parents express their great satisfaction with the club. They know that their children enjoy attending and they participate in the range of stimulating and varied activities.

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
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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	EY446729
Local authority	Wirral
Inspection number	805285
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	32
Name of provider	Laura Jane Humphreys
Date of previous inspection	Not applicable
Telephone number	07831715834

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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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