

Jousters at Sheredes

Sheredes Primary & Nursery School, Benford Road, HODDESDON, Hertfordshire, EN11 8LL

Inspection date	17/12/2012
Previous inspection date	09/02/2010

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's progress is monitored effectively because staff use the learning journey books well.
- Children have many varied opportunities to learn through play and recreational activities which helps them to develop their skills.
- Children are well supported by the key person arrangements that ensure they develop secure relationships.
- Children are well protected because staff have secure knowledge and understanding of safeguarding.

It is not yet outstanding because

- Staff occasionally do not find ways to engage all children in activities that support them in developing skills identified as next steps.
- There is scope to extend the use of self-evaluation to include the views of parents and children in developing the provision and consistently setting challenging targets.
- The limited display space means opportunities for children to present their work and share it with others is curtailed.

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 dining room and the playground.
- The inspector held meetings with the manager and registered person of the provision and the key persons.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's action plan and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Alison Reeves

Full Report

Information about the setting

Jousters at Sheredes registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Sheredes Primary School in Hoddesdon, Hertfordshire and is managed by Jousters Limited. The club serves the school and is accessible to all children. It operates from the dining area and adjacent classrooms

and there is a fully enclosed area available for outdoor play.

The club employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 2, 3 and 6. The setting opens Monday to Friday term time. Sessions are from 7.45am until 8.50am and from 3.10pm until 6.10pm. Children attend for a variety of sessions. There are currently eight children attending who are within the early years age group. The club welcomes children who speak English as an additional language and children with special educational 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:

- encourage children to participate in activities that promote learning in areas where they would benefit from developing their knowledge and skills
- involve parents and children in evaluating the strengths of the setting so that they contribute ideas to improve the provision for children
- improve opportunities for children to display their work in the setting, so they can contribute to the environment with work of which they are proud.

Inspection judgements

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

Children enjoy themselves at Jousters. They get involved in a variety of activities that interest and excite. The youngest children are well supported by older children and staff alike. The programme of activities are designed to be recreational and to complement what happens in the classroom. Children are eager to participate in making small calendars, decorating frames for photographs of themselves. Opportunities for active outdoor play are well supported with staff and children making good use of the school grounds throughout the year. Children participate in performances and talent shows where they get to demonstrate their skills. Peter Pan and street dance routines have been very successful. Young children enjoy cosy story sessions with their key person and this promotes their communication and love of books.

Staff monitor the progress of children and work with school staff to set next steps. Children are extremely proud of their learning journey books which show the different

activities they enjoy and their many achievements. Occasionally staff find it difficult to engage children in activities linked to the areas of learning identified as needing further development. Therefore, children's progress is not always maximised. Parents are contributing to children's initial assessments by providing information about their child. They continue to be involved because the key person keeps them up-to-date by sharing records and talking to parents on a regular basis.

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

Children's well-being is prioritised by staff and children. This means they feel confident, secure and settled. Older children show care and concern for the younger children, which supports the development of strong relationships across the setting. The key person system is working well to support the transition of children between the setting and the school. Staff reliably pass messages between parents and teaching staff to ensure effective communication is maintained. Consideration for children's health means they have a balanced diet of foods they like to eat and plenty of active play with football, parachute games and dance classes.

Children behave well and understand the boundaries because they helped to decide the rules for the setting. They are clear about hand washing to prevent the spread of germs and the need to move safely indoors. As a result, children are learning to promote their own health and well-being. Resources are accessible and children are able to ask for what they want if it has not been set out for them. This demonstrates their self-confidence and ability to make decisions for themselves. There is limited display space allocated to the setting by the school which means children do not have as many opportunities to contribute to the visual look of the setting as they would like.

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

The setting is well managed by the team and systems for monitoring the provision are developing well. The regular staff appraisals are helping develop a culture of reflective practice. Consequently, staff are involved in identifying areas for improvement. There is scope for this to include the views of children and parents along with those of the staff to shape the future of the setting.

Children's progress is tracked effectively and target setting is appropriate for the type of setting and for children's individual needs. Partnerships working with parents and school staff is successful in ensuring children have an enjoyable experience and that their needs are met. Parents report their satisfaction with the service, several parents commented on the fun children have and they find the staff approachable and good at keeping them informed.

The setting has robust recruitment procedures that ensure the suitability of staff to work

with children. Staff knowledge of safeguarding is good. They provide a safe environment and implement policies and procedures effectively to ensure children's safety and security.

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	EY398666
Local authority	Hertfordshire
Inspection number	875112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	32
Number of children on roll	8
Name of provider	Jousters Childcare Limited
Date of previous inspection	09/02/2010
Telephone number	07790 035519

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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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