

J.E.Ts @St Nicholas

St Nicholas Church Hall, Harlech Road, Blundellsands, LIVERPOOL, Merseyside, L23 6XA

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision is satisfactory

- The enthusiastic interactions from the staff support the children well. They have secure attachments with their key person and the other staff present, so that they feel safe and confident in their care.
- Staff ensure that the way they care for the children supports them to be happy, behave well and play nicely with each other.
- Staff provide a well organised place for children to be that promotes many fun activities that they enjoy after a long day at school. They ensure that secure steps are taken to promote the safety and well-being of the children.

It is not yet good because

- Specific aspects of the welfare requirements are not being fully met, such as the arrangements for a programme of regular staff supervision.
- Staff do not seek sufficient information from the school staff where the children spend more time; to ensure that the activities they provide complement and enhance the children's individual learning and development.
- Children's independent access to the full range of communication and information technology resources, paints and other creative media are not as readily accessible as they could be.
- Self-evaluation does not yet fully take account of the views of children or parents.

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 accompanied staff to collect the children from school; observed the children's play in the school grounds immediately after finishing their school day and the safety procedures undertaken while escorting the children to the club's premises.
- The inspector observed activities that the children took part in, the range of equipment set out in the main hall and other equipment available in the storage areas.
- The inspector held meetings with the nominated person for the company and the manager of the club. He held discussions with all members of the staff present during the inspection.
- During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability, and children's details. He viewed and discussed the draft record of self-evaluation and viewed the risk assessments and other safety documentation.

Inspector

Frank Kelly

Full Report

Information about the setting

J.E.T.s @ St Nicholas was registered at the current premises in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was previously based in St Nicholas C of E School where staff, who work in the club operate a breakfast club between 8am and 8.45am. The after school club is situated in two rooms of St Nicholas Church Hall in Blundellsands near Liverpool, and is managed by a limited company. The club serves the children from St Nicolas C of E Primary School. There is access to the school playground and field for outdoor play.

A manager with Early Years Professional Status and an early years degree leads a team of three childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate qualification at level 2. One member of staff is working towards another qualification.

The club opens Monday to Friday during school term times. Sessions are from 3pm to 6pm. Children attend for a variety of sessions. There are currently 69 children attending, of these eight are within the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish a method of seeking information about the children's unique learning needs to ensure that the support provided securely complements the learning where the children spend more time; in this instance school
- ensure a regular programme for the supervision of staff is implemented in practice. Use it to promote the interests of children and foster a culture of mutual support, teamwork and continuous improvement.

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

- develop further the ways self-evaluation is conducted, so that the views of parents and children can be incorporated; to further support the identification of priorities and plans for improvement
- extend the opportunities for children to use media and materials by increasing the availability of the range of resources, so that they can independently use and

explore them; consider including opportunities for children to be able to paint freely, mix colours, join things together and combine materials on a daily basis

- reorganise the ways that the good range of information and communication technology equipment can be used more spontaneously by the children. For example, the torches and digital cameras both inside and outdoors; introducing new equipment, such as a karaoke machine.

Inspection judgements

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

Staff have a sound understanding of how children learn. They understand the importance of children having lots of opportunities to develop their social skills and being physically active, to improve their all-round development and well-being. After returning to the club, team games are played later in the session to allow those children that wish, to be physically active. These types of games provide the children with opportunities to count and learn to take turns, for example, when they play 'What's the time Mr Wolf?'

The daily routines means that children's immediate needs are attended to. A snack and drink are served and then followed by self-chosen play; with a good range of equipment that provides children with a broad range of things to do. During these times, the children are quickly absorbed in what they choose to play with, after their busy day in school. There are books to look at, dens to make and a selection of pens, scissors, and paper to be creative with. Children build with large interlocking shapes and blocks; play with the cars, trucks, dolls and other small world toys. However, children's choices regarding the range of art and craft materials, is often limited by what the staff have set out. This limits children's independent opportunities to explore their own ideas, such as painting or making models. Resources, such as the torches and digital cameras, although, held, are not instantly accessible for the children to use, as their games and play develops. Staff have not yet fully explored the use of these types of equipment and how they could be used when outdoors. This reduces the chances for children to explore how technology and equipment works or can be used in different situations.

Plans for new activities and experiences are planned on a weekly basis linked to a common theme, such as pets. Staff use this planning as a base to provide greater variety and enhance the children's experiences and extend their learning. They make links to the relevant aspect of development that the activity may provide for the child. They also use it as a way to monitor that a full curriculum is being provided.

Regular observations of children are undertaken, and these are shared with parents, inviting them to add comments. However, staff have not established a way of seeking information from the school staff, where children spend more of their time at. This means that they do not have a sufficiently robust way of knowing if what they are providing for the individual child is meeting their needs and complementing and supporting the learning provided at the school. A useful communication book has been introduced, which is shared between staff, parents and the children's teachers in the school but this focuses on their

care needs, such as accidents in school. Parents are consulted to ensure that their children's unique needs and requirements are known by staff. 'All about me forms' are completed, which include information about the children's likes and dislikes.

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

A key person system is in place and information about the children's key person is displayed in the setting and shared with parents. Parents complete registration forms, which contain all relevant information about children's dietary and health needs. For those children with specific needs, such as allergies, a care plan is created and shared with the staff, before they are cared for. This means that children's health and well-being is attended to very well and children are protected. Staff demonstrate well, how they work with parents and other agencies to support children, who have special educational needs and/or disabilities. This means that children are provided with consistent approaches, which helps them to feel safe and secure and aids transition between school and the club.

Staff's enthusiasm and kind manner also promotes firm bonds between the children and themselves. They hold the hands of younger children as they walk from school to the club and talk animatedly. Consequently, children are confident in their care and eager to talk about their day. The premises are maintained and organised in a safe manner and the staff support the children very well to learn about the dangers, such as when walking along and crossing roads. Within the club, the older children demonstrate good behaviour and are polite and considerate of the younger children. This helps the younger children learn by example, how to interact with each other and develop their understanding of respect for others.

Children's independence and self-help skills are fostered at snack time as they follow appropriate hygiene routines, such as washing their hands. They observe the staff clean the tables and wear aprons when preparing their hot snack. Older children help the younger children to serve themselves at the kitchen hatch. All children tidy away dishes and help to set up toys after snack. Projects about healthy eating and the importance of nutrition and exercise help children to learn about healthy lifestyles. Water is available at all times to allow children to be independent, quench their thirst and remain hydrated. The club is based in a church hall, which does not have any suitable outdoor play space. To compensate this, children have time to run around, play football, games of chase and use bats and balls between school and going to the club. They practise their climbing and balancing skills on the large fixed apparatus in the school playground.

Books, dolls and other resources represent the wider diversity within today's world. Staff introduce the special celebrations and customs of other people's religions and beliefs as part of the enhancements within activity planning. For example, food tasting at Chinese New Year. Staff's pleasant greeting to parents and welcome signs and posters in different languages within the club, contribute to the welcoming and inclusive environment.

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

The club meet the requirements of the Early Years Foundation Stage generally well, as most aspects of the welfare requirements are met fully. Children are safeguarded through robust recruitment selection procedures and all staff have completed safeguarding children training. Staff fully understand the steps, which they should take to report concerns about a child being ill-treated or abused. They confidently describe what they should do and how to report their concerns. Information for staff about who to contact and how to conduct themselves, is held in written information, prepared by the company. Contact details and a flow chart for quick reference are posted on the back of the store room cupboard.

On a daily basis, children are kept safe through close supervision and monitoring of the access to the premises. The equipment is of a good quality. Also the church ensures that the premises are maintained and all equipment is serviced as required by law. Staff practise the evacuation procedure with the children and a formal risk assessment has been conducted. Staff complete a daily check list to ensure that the setting remains safe and suitable before caring for the children.

All the relevant information about children is obtained from parents as required by the Early Years Foundation Stage. Displays with information about the activities that children have been joining in, are presented in the hall. A notice board and table at the entrance, provides information about the club and newsletters and open days provide updates and times for staff to meet with parents. Staff take the time to talk with parents when they arrive to collect the children. They provide updates about the children's time at the club and their interests. Formal self-evaluation is being further developed and staff have been consulted on their views regarding quality. Ways to judge themselves by using a questionnaire and a grading system have been obtained from the local authority early years team. However, as yet parents and children have not been consulted to establish plans for improvement for the future.

Staff are supported to develop their skills as some training is provided. Regular meetings with them are held fortnightly to allow staff to discuss ideas. They also use the time to plan and discuss activities for the children. The manager oversees the planning as a way of monitoring and ensuring that a range of activities are being provided. Staff are not complementing the learning that children receive in school, for consistency and to help identify any gaps in children's learning. Appraisals of staff are conducted twice a year and the managers are aware of the need to introduce more regular supervision of the staff, as it is a legal requirement. They have put plans in place to start this as aware this as an effective way to support staff and promote the interests of the children.

The provision demonstrates that it understands and has effective ways to work with other services and professionals. The steps to be taken ensure that parents, external agencies and other providers can work together to support children's individual needs, so that they are suitably supported and not disadvantaged.

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	EY450665
Local authority	Sefton
Inspection number	807873
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	69
Name of provider	Jets Out of School Limited
Date of previous inspection	Not applicable
Telephone number	0151 928 4991

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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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