

Jousters at Wheatfields

Wheatfields Junior & Infant School, Downes Road, ST. ALBANS, Hertfordshire, AL4 9NT

Inspection date	13/05/2013
Previous inspection date	19/02/2009

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

- Staff work well together as a team, creating a relaxed atmosphere where children have the freedom to follow their own interests. This enables children to have fun and relax in a safe, child-friendly environment.
- New children are supported well in settling into the club environment because of the effective key person system.
- Staff are good role models and provide clear guidance for children about what is acceptable behaviour. This means children behave well and play cooperatively and are kind and helpful to each other.
- Staff provide an enabling environment for all children to engage in purposeful play. This means children are able to make good progress across the seven areas of learning.
- Children show high levels of independence and demonstrate strong self-assurance. They form secure attachments with staff and this effectively promotes their well-being.

It is not yet outstanding because

- Self-evaluation arrangements do not routinely take into account the views of parents.
- There is scope to further enhance partnership working with the main school to support children to the very optimum.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's activities.
- The inspector held discussions with the registered person, manager and staff.
The inspector looked at children's assessment records, planning documentation, the self-evaluation form and a range of other documentation including a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Jousters at Wheatfields is one of eight out of school provisions owned by Jousters Childcare Limited. It originally opened in 2004 and was re-registered in 2008 when it became a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Wheatfields Infant School, which is situated in the Marshalswick area of St Albans, Hertfordshire. All children share access to an enclosed outdoor play area and have use of the school playground and playing fields with timetabled use of the school hall.

Jousters at Wheatfields employs four members of childcare staff. Of these, three hold appropriate qualifications in playwork or early years at level 3 including the supervisor who is also a qualified teacher. One member of staff is working towards gaining a level 3 qualification.

The club opens Monday to Friday, term time only. It provides a breakfast club which operates from 7.45am to 9am and an after school club which operates from 3pm to 6pm. A holiday club operates during most school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently 50 children attending, 15 of whom are in the early years age group. It supports 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:

- enhance ways of linking with the main school to maximise opportunities to support children's care, learning and development needs to the very optimum
- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for further enhancement.

Inspection judgements

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

Staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage. They ensure all children are supported well in the busy club environment as they are skilled at providing activities that children thoroughly enjoy and which offer a good level of challenge. Each early years child has their own key person and they spend time

getting to know the child and helping them to settle when they are new. For example, new children and their parents are asked to complete a 'getting to know you' sheet and this gives the child's key person knowledge of the child's interests and abilities when they first join the club. The key person observes and takes notes of children's abilities and interests to enable them to plan enjoyable activities that help children make good progress in their learning. The key person also works closely with parents on an ongoing basis to ensure they are kept fully informed about their children's progress and achievements.

Children readily involve themselves in their chosen activities. They are fully engaged in a variety of play experiences throughout the session and are enthusiastic learners. Children enjoy activities to promote their design and creative skills and are able to use a wide range of art materials. They enjoy using a variety of colours when painting patterns on large stones or using their imagination when making a stone look like a ladybird. Children develop a sense of achievement as they proudly show their pictures and art work which have been carefully displayed by staff. Children show confidence and good communication skills. For example, they enjoy the 'group time' activity each day when they each have the opportunity to talk about and share news with their peers. They confidently talk about their school day or what they have been doing at the week-end. They excitedly talk about their 'adventures' at the different activity clubs they go to or about their families and home life. This helps to teach children the essential skills required to help prepare them for their future learning, such as, good communication, listening, observation, cooperation, concentration and thinking.

The quality of teaching is good and staff are knowledgeable about how to motivate and stimulate children's interest in their play and development. They skilfully engage children in activities, such as playing a game of charades in which they learn to work with one another and which encourages social interaction. They have great fun as they keenly participate, trying to guess the actions being 'mimed' or 'acted out' so they can have a turn. Children are encouraged to be active learners as the educational programme provides many worthwhile and stimulating play experiences and opportunities for them. All children, including those with additional needs or English as an additional language, have their learning needs supported well. The environment is used effectively to promote children's learning with a varied range of resources and space to explore, create and use their imaginations. Children are encouraged to make individual choices in their play and have plenty of opportunities to influence the activities on offer. Staff have a flexible approach to planning and adapt their plans to take account of children's suggestions.

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

Behaviour management is taken very seriously at the club. Staff use effective strategies to teach children how they can play together harmoniously. For example, children and staff have worked together to make a 'Jousters contract' with the club rules displayed as a useful reminder for everyone on what is acceptable behaviour. Alongside this a successful star chart system is used to acknowledge positive behaviour. This results in an environment where children quickly learn what is expected and they cooperate and play well together. Children's ability to behave well and to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing

teachers or moving classrooms.

Children are very relaxed and display confidence in their surroundings as staff are friendly and approachable. Staff work well together with parents to make sure that all children receive the care and support they need to make them feel happy. Priority is given to providing a nurturing environment. The key person system and the effective deployment of staff encourages children to form secure emotional attachments which promotes their well-being. Daily routines are familiar to children and this helps them to feel settled and secure. Older children act as good role models for younger children and children comment that they enjoy their time at the club because they meet and make friends with children of different ages. Children learn to keep themselves safe by using equipment in a safe and appropriate way, discussing the risks and avoiding danger. For example, children learn how to keep themselves safe when playing on the outside climbing equipment. Regular fire drills and discussions ensure all children are fully aware of what to do in an emergency.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle. For example, they are provided with nutritious food choices at tea time and regularly discuss healthy food options and the benefits on their bodies. They are aware of the importance of clean hands before they eat and follow good personal hygiene routines to stay healthy. Plenty of fresh air and exercise keep children fit and they develop self-confidence in their physical skills as they participate in and use a varied range of indoor and outdoor equipment and activities on a daily basis.

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

The management and staff team have an extremely good understanding of their responsibilities to ensure they meet the requirements of the Statutory Framework for the Early Years Foundation Stage and they do it well. Effective recruitment and induction systems ensure staff are suitable and clearly understand their roles and responsibilities. Regular meetings, daily discussions and briefings, enable staff to work well together as a team and more formal appraisals and supervisions are used as a way of closely monitoring staff performance and identifying training needs. The management team fully understand the importance of continuous professional development and ensure all staff undertake regular training.

Arrangements are in place to monitor the quality of the provision, with a well-established self-evaluation process in place. The staff team are reflective of their practice and can identify their strengths as well as areas for further enhancement. One way this is achieved is through good communication sharing within the staff team and another way is through close evaluation of the educational programme. All of the staff team actively contribute their views and opinions to the self-evaluation process. Children's views are also incorporated. The views of parents are beginning to be gathered to support the effectiveness of the provision. However, parents' views are not consistently included to enable them to contribute ideas for ongoing improvements on a regular basis.

Staff give high priority to keeping children safe. For example, the premises are secure, children are closely supervised and access is closely monitored. Staff are vigilant and ensure the environment remains safe for children at all times, with any potential hazards identified and minimised immediately. Children's welfare is fully protected with clear safeguarding arrangements in relation to child protection established. This includes robust vetting systems for new staff and having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. All staff undertake safeguarding training and fully understand their roles and responsibilities.

Secure partnership working with parents positively contributes to children's well-being and ensures their care and learning needs are supported well. Staff promote effective relationships with parents as they are forthcoming in exchanging information, such as verbal updates about their child's day. Informative notice board and wall displays are also used to share information with parents. Parents comment on how much their children enjoy their time at the club. They find the staff friendly and welcoming, which encourages them to engage in regular discussions regarding their children's individual needs. Partnership working with other agencies is developing well and the club is fully aware of the importance of good communication and partnership working to support children and their families. For example, links have been forged with the host school and staff have good relationships with children's teachers. However, there is room to maximise opportunities further to enhance the full integration of care and learning.

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 action. 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	EY360917
Local authority	Hertfordshire
Inspection number	878444
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	50
Name of provider	Jousters Childcare Limited
Date of previous inspection	19/02/2009
Telephone number	01707 894 650

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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, which are usually the childminder's 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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