

PJ's

Seascale C P School, Croft Head Road, SEASCALE, Cumbria, CA20 1LZ

Inspection date

02/07/2013

Previous inspection date

15/08/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Managers and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children choose from a good range of play resources which are easily accessible to them. They are encouraged to follow their own interests and are well-supported by staff who join in play sensitively and promote children's ideas well.
- Managers and staff have a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure at all times.
- Parents are welcomed by friendly staff who are approachable and available to talk to them about their children's progress on a daily basis. This ensures a good level of continuity in children's care and learning.

It is not yet outstanding because

- Children do not always have opportunities to prepare and serve their food and pour their drinks to further enhance their good self-care skills.
- The use of numerals in the environment is not always fully used to further support and enhance children's good early numeracy skills.

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 activities in the playroom and the school hall.
- The inspector held meetings with the manager and undertook a joint observation of an activity with the manager.
 - The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments and staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

PJ's School Club was registered in 2010. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and operates from within the facilities of Seascale Primary School in Seascale, Cumbria. The setting opens Monday to Friday providing before and after school care from 7am to 9am and from 3.15pm to 5pm during term times. In the school holidays the setting is open from 7am to 5pm. For the morning sessions, the children use the pre-school room, the school hall and the computer room. The after school sessions take place in the nursery nearby, which is owned by the same provider. The setting serves the local area and is accessible to all children. There are outdoor areas available for outdoor play.

There are currently 12 children attending who are in the early years age group. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting is a member of the National Day Nursery Association and receives support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- provide more opportunities for children to prepare and serve their food and pour their drinks, to further promote the development of their independence and self-care skills
- increase the amount of numerals in the environment to enhance children's good early numeracy skills and number recognition.

Inspection judgements

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

The out of school club provides a welcoming and stimulating environment where children can relax, play and have fun with their friends at the beginning and end of the day. Many of the children also attend the pre-school nursery owned by the same provider. This means that the staff at both settings know the children well. They freely share relevant information about the children, which is used to effectively support their overall learning and development throughout the day. The manager and staff provide an imaginative range of activities to support children to make good progress in their learning and development. Children confidently engage in activities of their choice, which increases

their feelings of ownership and belonging to the club.

Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and to shape activities to meet the children's individual interests and learning needs. Parents are actively encouraged to discuss their child's progress with their child's key person. They are also encouraged to bring in photos of children enjoying activities at home. All of these methods are highly effective in helping parents to be fully involved in supporting their children's learning and development.

Staff assess and track children's progress effectively and plan for the next steps in their learning. Staff are aware that this assessment is to complement the assessment undertaken in the pre-school and school. All children are making good progress towards the early learning goals, particularly in the prime areas of learning. All children are well-supported in acquiring good communication and language skills as they happily engage in conversations with the staff and their peers. They also enjoy sitting on the comfortable sofa in the quiet corner, reading stories to each other. Staff encourage children to use books to research subjects and get inspiration. For example, while undertaking craft activities, children look at pictures of ships and monsters to inspire their model-making. They freely access a good range of materials and recycled items, such as paper and cardboard, to make their chosen models. They develop their imaginations and creativity as well as their physical skills as they use brushes to apply glue and scissors to cut the paper. All of these accessible activities, together with the good level of support from the staff, effectively support children's enthusiasm to learn through play and to develop their creativity and imagination. This prepares them well for their future learning.

Children enjoy imaginative play with small world toys which are of a particular interest to them and are relevant to their lives. For example, children who live on farms choose to play with a toy farm. Staff effectively extend children's learning through play as they sensitively join in their play and ask questions to make children think. The children confidently share their knowledge of farms, tractors and trailers and know that milk comes from cows. Children are encouraged to count. For example, they count five tractors and know that two of them are red. Some children's next steps in learning are to improve their number recognition, however, there is scope to further enhance this, as there are currently few numerals displayed in the environment.

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

Children settle well at this friendly and welcoming out of school club due to the flexible settling-in methods adopted by the staff. Parents and their children's key persons develop effective ways of sharing information about children's routines and individual needs. This supports children well during their transitions from home to the setting and helps them settle happily. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff.

Children have regular opportunities to enjoy physical exercise in the outdoor play area and the school hall. They move freely and confidently in a range of ways, such as skilfully

negotiating obstacles by running around posts, jumping over hurdles and throwing bean bags into buckets. All of these activities are very effective in developing children's coordination and control. They are also good for teaching them to take turns, help each other and patiently wait their turn. This secure and safe environment helps children to develop self-confidence and judge risks for themselves. For example, as they take part in the obstacle race they give each other space and time to complete the course before the next child starts so that they do not collide with each other.

The club is attractively decorated with children's individual artwork. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored at low-level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Children are encouraged to undertake projects to display on the wall, including discussing the importance of friendships and the importance of being kind and considerate to each other. Children are encouraged to play cooperatively and share toys, as well as help to tidy up at the end of the sessions.

Children develop good self-care skills as they learn about the need to wash their hands after using the toilet and they know it is to get rid of germs. Staff provide well-balanced, nutritious snacks, including toast, cereals and fresh fruit, and promote healthy eating habits. However, children are not consistently involved in preparing their snacks, serving their food and pouring their drinks. This means they do not always benefit from rich opportunities to further enhance their good self-care and independence skills. Children are well-supported in their transitions from the club to pre-school and school, due to the close working relationships that exist with teachers at the school and staff at the pre-school. Staff are in daily contact with the staff at the school, which helps to make the transitions smooth.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Arrangements for safeguarding children within the setting and outdoor play areas are good. Effective risk assessments and daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. The security of the building is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises. Staff are trained in paediatric first aid and are therefore, prepared to deal with any accidents or medical emergencies should they arise. Staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The thorough recruitment and vetting procedures undertaken by the manager ensures that staff are suitable and safe to work with children.

The manager and staff have a secure understanding of the learning and development

requirements of the Statutory Framework for the Early Years Foundation Stage. They focus mainly on the three prime areas of learning and complement and support the children's learning undertaken in school and pre-school. The manager monitors the planning to ensure that a wide range of activities is provided to support children's progress in their learning and development.

Effective induction systems ensure that staff are clear about the policies and procedures within the setting. Appraisals are undertaken annually to monitor the continued professional development and training needs of staff. The manager has begun to undertake staff supervision sessions to further support their practice and professional development. Regular team meetings and training also effectively support staff well in their daily work with the children. The manager has good systems in place to monitor children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs.

Very positive partnerships between staff and parents ensure that children's needs are well-met. Parents spoken to express their satisfaction with the service provided. They state that the staff are extremely helpful and friendly and deliver well-planned activities that the children enjoy. Parents are kept well-informed about the setting by having daily contact with the staff and reading useful information on the parent's noticeboard. Partnership working with external agencies and professionals, such as social workers and health visitors, are very effective in ensuring that children receive additional support when required. Recommendations from previous inspections have been taken on board and promptly addressed. This is a positive indication of how committed the staff are in maintaining continuous improvements. Thorough evaluation takes into account the views of children, parents and staff. The manager works closely with the local authority advisor. This results in a clear and well-targeted plan of action for future developments.

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	EY414460
Local authority	Cumbria
Inspection number	874313
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	12
Name of provider	Julie Anne Dickinson
Date of previous inspection	15/08/2011
Telephone number	01946728408

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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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