

# Jules Et Lis

Tudor Court Primary School, Bark Burr Road, Chafford Hundred, Essex, RM16 6PL

<b>Inspection date</b>	02/08/2013
Previous inspection date	19/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
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

- Children enjoy a suitable range of fun activities and outings at the holiday club. These help to promote children's learning, through both indoor and outdoor play.
- Staff members are calm role models and use consistent and clear boundaries for children, which ensures that they all enjoy a harmonious environment.
- Children's safety is assured through the appropriate risk assessments and close supervision by staff.

### It is not yet good because

- The key person system is not consistently effective in ensuring that activities are fully matched to children's needs and interests.
- Opportunities for children to imaginatively explore features of everyday life and develop their understanding of the world through role play are not fully embraced.
- There are a limited number of books accessible to capture children's interests and inspire them to develop their knowledge and literacy 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 indoor and outdoor learning environments, this included a joint observation with a supervisor.
- The inspector held discussions with staff and children.
- The inspector viewed the activity planning.
- The inspector saw evidence of suitability and qualifications of staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from questionnaires obtained by the club.

## Inspector

Patricia Champion

## **Full Report**

### **Information about the setting**

Jules Et Lis was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a hall within Tudor Court Primary School in Chafford Hundred, Essex. It is one of five out of school clubs run by the same owner. The club serves the local area and is accessible to all children. There are enclosed playgrounds and playing fields available for outdoor play.

The club employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, three members of staff hold an early years qualification at level 3 and three staff hold an early years qualification at level 2. There is one member of staff working towards a higher qualification.

The club opens Monday to Friday during the school holidays. Operating times are from 8.30am until 5.30pm. There are currently 43 children on roll. Of these, six children are within the early years age group. The club supports a number of children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- ensure that every child's learning and care is consistently tailored to meet their individual needs, by assigning every child a key person right from the start and by finding out more about children's interests, knowledge and skills before they attend.

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

- extend children's imaginative play by providing a role play area resourced with more interesting materials. For example, consider including more resources that will appeal to boys and include unfamiliar objects and artefacts, to broaden children's knowledge
- provide more books, both fiction and non-fiction materials, to help children to find out information, extend their ideas and view positive images of diversity.

## Inspection judgements

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

Staff have a suitable knowledge of how to support the learning and development of young children. They place a strong emphasis on play, having fun and building positive relationships. Children are encouraged to be active participants and are included in the wide range of activities provided. There are experienced staff, who also work as teaching assistants in the various schools that children attend. They offer sensitive support for children with special educational needs and/or disabilities. Staff are beginning to make observations of children's achievements and use these to plan the next step in their learning. However, while information is obtained about children's individual care needs from the outset, staff have not gathered useful information from parents to help them support children's all-round development. As a result, some activities are not fully matched to their needs and capabilities.

Activities and resources generally help children to acquire skills across all seven areas of learning and consolidate the progress they make in the school classroom. Appropriate teaching methods are used to ensure that children have some opportunities to be challenged in their thinking and learning. For example, staff interact positively at children's level and use effective questioning to help them to think and extend their learning experiences, particularly when discussing the undersea world. Children use language well to communicate their thoughts and ideas, they initiate conversations, describe what they are doing and organise their play. They solve problems while they build and construct or play games. Children have access to technology as they challenge each other to play electronic games. The holiday club provides exciting trips each week to develop children's understanding of the world. For example, they travel by coach to visit farms and other interesting venues in the locality.

Children particularly enjoy participating in a selection of creative activities, with a wide range of arts and craft materials. They make highly original greetings cards and models using recycled boxes or clay. Children develop their hand and eye coordination as they thread beads to make bracelets and necklaces. There are some props and resources available to encourage children to use their imagination or act out role play scenarios. However, there are fewer resources to incorporate boys' play themes and as a result, the role play does not capture the boys' interest or imagination. In addition, there are few books provided to allow children the opportunity to read, gain knowledge or view positive images of diversity.

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

The majority of children join the club confidently and are happy and relaxed. Staff form a warm rapport with children enabling them to feel mainly secure and confident. Children's security and confidence is further enhanced through their familiarity with the school building, as some who attend the club are pupils at the school. Although, an effective key person system is in place at the sister out of school clubs, which operate during term

times, this has not been fully embedded for this holiday club. This means that some of the younger children in the early years, do not yet have a key person they can turn to for reassurance, while settling into the club. However, staff do relay pertinent information to parents at the end of each day, as well as providing ideas on supporting children's development. This ensures that generally smooth transitions from home are supported.

Children behave well as staff spend time talking to and listening to children; careful explanations are made regarding the rules of games and sporting skills are demonstrated. Plenty of praise and encouragement is heard throughout the day to boost confidence and raise self-esteem. Children are polite, demonstrate good table manners and show concern for the needs of others. They understand the boundaries and the need for responsible behaviour and staff provide effective and calm role models.

Children stay healthy as they follow good personal hygiene routines. They enjoy varied and nutritious snacks helping to contribute to a balanced diet. They can help themselves to a drink at any time to prevent them from becoming thirsty. Lunch times are social occasions when children sit together and manage their lunch boxes by themselves. Staff are knowledgeable about any allergies or special dietary requirements to ensure that individual care needs are met. Staff are also mindful of the effects of hot weather and ensure that children use sun protection. There are shaded areas for children to play and water play is used effectively to help them cool down. There are very clear paddling pool rules, so that all children are fully aware of the importance of playing responsibly around water. Children also show they feel safe as they confidently explain what happens during a fire drill.

There are ample opportunities for children to undertake physical activity using the playgrounds and playing fields surrounding the hall. Plenty of racing and chasing games are planned each day and children safely use the climbing and balancing apparatus. Children bring their bicycles and scooters from home and confidently pedal and steer to avoid colliding with their friends. Staff take time to help the younger children learn to ride two-wheeled bicycles. Children show enormous pride in their achievement, when they have confidently mastered this task. In addition, sports and fitness coaches visit children each week and this means that they extend their physical skills through dance and by playing football.

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

The registered provider has a suitable understanding of the Statutory framework for the Early Years Foundation Stage. All staff work in the sister out of school clubs during term times. Therefore, they have an acceptable understanding of the policies and procedures and appropriately maintain the required regulatory documentation, such as accident and medication records. Staff are supported well by the management team. They are subject to an induction when they start employment, attend regular staff meetings and have annual appraisals. The management are also now starting to monitor more regularly staff's practice and how well they understand their roles and responsibilities. This means the training needs of individuals are identified and courses regularly accessed to support

their professional development. Staff continually look for ways they can stimulate children's interest and develop their skills. Although, a formal self-evaluation has not yet been completed; staff evaluate the activities they provide and research topics to ensure that children are offered fresh ideas for projects during each holiday scheme. The recommendation from the last inspection has been suitably addressed and children now have access to more technology resources.

Children are protected because staff are vigilant about their security. All visitors to the premises are carefully monitored. There are controlled entry systems to prevent unauthorised access and staff carry out regular head counts of children. Daily checks are made to ensure that the premises and equipment are safe. Risk assessment is undertaken to ensure that any potential hazards to children are minimised on the premises and when children go on outings. Children are safeguarded because staff understand who to contact and the course of action to be taken should they have any concerns about a child's welfare. Robust recruitment and vetting procedures are undertaken to ensure that all those working with children are suitably checked. All the required policies and procedures are in place and accessible to parents, should they wish to view them.

There is a friendly and helpful partnership with parents. Information is freely available on notice boards, the website and in the welcome pack. Newsletters are distributed with information about special events, such as outings. Parents and children are regularly invited to complete questionnaires, in order that staff can promptly act on any concerns they have about the quality of care. Parents speak positively about the out of school club and comment that staff have formed good relationships with their children and that they feel confident and happy for them to attend. The club also has good relationships with the host school, particularly the school caretaker and this ensures that any issues about the premises are quickly addressed.

### **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 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

<b>Unique reference number</b>	EY281838
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	856237
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Nicola Emma Vanner
<b>Date of previous inspection</b>	19/08/2011
<b>Telephone number</b>	07946642915

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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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