

Jumping Jack's Out of School

Church Lane Community Centre, Church Lane, Lowton, WARRINGTON, Cheshire, WA3 2RZ

Inspection date

10/09/2013

Previous inspection date

29/09/2011

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

- Children benefit from a very good range of activities and experiences. They make meaningful choices about what they play with and are well supported by staff who develop and extend their play to promote individual learning.
- Children are warmly welcomed and safely escorted from school by the staff who promote their personal, social and emotional development. Consequently, children are learning the importance of safe and socially acceptable behaviour and build positive relationships with the staff and their peers.
- Children's unique contribution to the club is valued by staff who provide excellent support for new children. Consequently, children settle very quickly, they enjoy their time at the club and demonstrate a very strong sense of belonging.
- Leadership and management is strong; effective systems inform the club's priorities for improvement and are used to set challenging targets.

It is not yet outstanding because

- Partnership working with some schools has not yet been fully extended, this makes it difficult for staff to fully complement every child's individual learning experiences.

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 being escorted into the club and activities in the community hall.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full Report

Information about the setting

Jumping Jack's Out of School was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the Lowton area of Warrington, and is managed by a private individual. The club serves several schools in the local area and is accessible to all children.

The club employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 8am until 9am and from 3pm until 6pm. Children attend for a variety of sessions. There are currently 34 children on roll. Of these, 24 are under eight years and, of these, 10 are within the early years age range. The club supports a number of 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:

- extend further the existing two-way partnerships with local schools to enhance the setting's ability to supplement and complement individual children's learning experiences.

Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a wide range of interesting and challenging experiences across all areas of learning. The good range of play materials, activities and experiences stimulates children's independent learning. Consequently, children become fully absorbed in activities of their choice and play with imagination, using small play figures to act out real and imagined events. Children are active inquisitive learners, they enthusiastically explore a well-presented learning environment and are clearly delighted when they find favourite play materials and resources.

The quality of teaching to support children's individual learning is good and staff know children very well given the limited time children attend the club. Children's views and opinions are continuously sought and the 'child's voice' clearly informs the range of resources, planned activities and subsequent learning. Prior to admission parents and

children are encouraged to share details of children's interests and capabilities which are carefully considered by staff and woven into the continuous provision. Staff respond quickly and embrace children's new interests. For example, when children bring insects in a container staff provide a torch and magnifying glass so children can examine them closely. Children with special educational needs and/or disabilities are very well supported by the staff team who routinely consider children's individual needs and capabilities. Skilled staff spontaneously adapt activities accordingly, for example, by ensuring children play within a smaller group or benefit from one to one support. Such good practice ensures all children feel valued and are supported in making the best possible progress.

Staff complete regular observations to identify the next steps in children's learning based on what they already know and can do. Individual learning journals are completed and provide clear evidence of children's progression through written observations and photographs. Staff monitor children's progress in all areas of learning and the broad range of activities and experiences naturally complements children's learning in school. However, systems to help ensure an accurate assessment and a broader view of children's attainment within each of the schools attended by the children are not fully developed. Consequently, staff are not always able to tailor activities to fully supplement children's learning within school. Staff encourage children to be enthusiastic learners, which helps prepare them for the next stage in their learning.

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

Good relationships with their key person and the small staff team help children form secure attachments. This provides a strong foundation for their general well-being and helps prepare children emotionally as they move between school and the club. The caring and supportive environment helps children feel valued, safe and secure. Children talk openly with staff about events and experiences, both within the club and during their time at home and school. Staff are sensitive to children's individual needs and work very closely with parents and school staff to ensure individual care needs are well met. Consequently, children, settle very quickly and demonstrate a strong sense of belonging when they arrive at the club.

Planned activities and routine discussions with peers and the staff team help raise children's awareness of the importance of physical exercise. Children enjoy regular opportunities to be physically active indoors, for example, through dance and group games or playing on electronic games that require physical actions. Children enjoy a simple snack of freshly prepared sandwiches and fresh fruit after school. They are learning how to keep themselves safe because staff provide meaningful explanations to raise children's awareness, for example, of how to walk safely from school. Play materials and books which reflect positive images of race and culture are evident. These, alongside positive explanations and activities which further raise children's awareness of their own cultures and beliefs and those of others, help children learn to respect and value differences. At Diwali, for example, staff talk to children about celebrations that are important to their family and introduce stories about the Hindu festival of light.

Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Effective systems, such as awarding stickers to a child's key group for good behaviour and removing stickers if children display unwanted behaviour helps children regulate their own behaviour, as they are keen for their 'key group' to be the best behaved. Children's personal, social and emotional development is particularly well fostered, this promotes children's confidence and self-esteem and helps children acquire the attitude and dispositions they need to be ready for the next stage in their learning as they progress through school.

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

The manager works directly with the children alongside the staff team to effectively meet the group and individual needs of the children. The small and close working relationship means staff are continuously monitored which ensures consistency in children's care. Staff benefit from working alongside a highly experienced and dedicated manager, who successfully models good practice to help staff develop their own professional practice. There is a good overview of the educational programme, which effectively promotes children's learning in all areas. Consequently, children benefit from a broad range of activities and experiences which complement their time in school and support their progress towards the early learning goals. Partnership working with some local schools is very good, consequently, staff are able to fully support and complement the individual learning experiences of some children, however, this good practice is not yet fully developed with all schools. Staff are fully aware of the importance of working with external agencies, for example, speech and physiotherapists to ensure children receive the support they need.

Clear systems are in place and effectively implemented to ensure the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully met. However, the manager previously failed to notify Ofsted of a significant event within the required timescale. Ofsted took action and a low-level warning letter was issued. This has now been addressed and the requirement for notification highlighted in procedures. Arrangements for safeguarding are strong. Rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Staff are fully aware of the settings 'whistle blowing' policy and the importance of raising any concerns with the manager. Regular in-house training and clear policies ensure staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Thorough risk assessments ensure children's safety within the setting.

Capacity to improve is strong because secure systems are in place to monitor the effectiveness of all aspects of the club. The manager works closely with other manager within the company to discuss and share best practice. Within the club, the small staff team routinely reflect on daily practices and review activities and practical arrangements. Staff appraisals are completed and successfully identify future training needs. The open and secure atmosphere within the club encourages informal feedback from children who

confidently express their own views and opinions which help inform subsequent activities. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are very happy with the care their children receive. Children themselves confirm they enjoy coming to the 'out of school club' and many state they are not ready to leave when parents arrive to collect them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY244960
Local authority	Wigan
Inspection number	931783
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	34
Name of provider	Beverley Stradins
Date of previous inspection	29/09/2011
Telephone number	07983 637106

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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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