

Jump for Joy (Coteford) After School Club

Coteford Junior School, Fore Street, PINNER, Middlesex, HA5 2JQ

Inspection date	28/11/2013
Previous inspection date	21/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy a stimulating, well-resourced and welcoming environment, which supports their all-round development.
- Staff create an inclusive atmosphere where all children can access the facilities.
- Children benefit from being able to use the school resources so that a wider range of activities are available.

It is not yet outstanding because

- Although there are appropriate systems for observation and assessment, these are not always fully effective.

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 spoke with parents.
- The inspector carried out observations on children indoors and outdoors.
- The inspector met with the manager and registered person.
- The inspector examined documentation, including a sample of children's records, safeguarding policies and procedures and staff suitability records.

Inspector

Helen Parker

Full report

Information about the setting

Jump for Joy After School Club and Holiday Scheme was first registered in July 1997. It operates from Coteford Junior School in Ruislip. Children have use of the main hall and two adjacent play rooms. There is also a small kitchen area and nearby toilets. Children are also permitted to use the school IT suite and the outside playground and garden. The after school club serves the infant and junior schools. The infant school is off-site; four designated staff members collect the children and bring them to the club. The holiday scheme serves the local community. The after school club operates term time from 3.30pm to 5.45pm. The setting currently has 44 children from four to 11 years on roll, seven of whom are in the early years age range. The holiday scheme operates for specific weeks during the school holidays from 8am to 5.30pm. The provision offers support for children with special educational needs and/or disabilities. The provider employs staff from a variety of backgrounds and qualifications. Three members of staff hold a Cache level 3 in Playwork, two hold a Cache level 2 and are training to level 3. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- further develop systems for observing and assessing children's learning more effectively to help plan for and extend children's interests and learning styles and shape their individual learning.

Inspection judgements

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

Children arrive at the club after school, having been escorted by designated staff. This ensures that all the children arrive safely at the same time and are then signed in. A wide range of activities are available covering all areas of learning, including resources from the school. Children are offered a healthy snack on arrival and are split into two age groups to ensure that activities are age appropriate.

Children use the school IT suite. Each child has their own computer and chooses a game from a school program which is pre-selected by staff, ensuring online security. Staff support children well, helping younger children to navigate the program, with some needing one to one assistance. Time is limited in the IT suite and staff move children on to the next activity, which demonstrates staff awareness that children need a variety of learning styles.

Children enjoy playing football in the school playground and have ample opportunities for physical play. Once the daylight has gone, children move indoors to play tennis in the school hall. Staff have a good understanding of the importance of physical play after a long day at school, but also provide opportunities for quiet time.

Children enjoy long periods of concentration making bead pictures, drawing, building train tracks and playing card games. Staff know children very well, as they also work in the school. They use this knowledge to engage children in favourite activities. For example, key staff play alongside children building a train track, encouraging them to count the carriages. Staff make good use of children's interests and extend their learning while completing observation records to add to children's assessments. However, systems in use for observing and assessing children's learning are not always fully utilised to extend children's individual learning styles and interests.

A group of children use the school cookery facilities to take part in a baking task. Staff skilfully manage behaviour and use open-ended questions to support children's learning. Children with special educational needs and/or disabilities are very well supported by one to one support and very effective inclusion policies. Children who require help with moving around are fully integrated by careful planning and liaising with parents and school staff.

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

Staff know the children as individuals very well. Some staff work in the school and use this knowledge to ensure that the key person system is very effective. Children are happy and secure and demonstrate confidence and independence when selecting activities and moving around the club.

Staff use a walkie-talkie system to monitor children across the different spaces. This demonstrates a good awareness of safety and children's well-being. Children have access to an ample learning environment indoors and out, including a garden which has been developed by the club. Here the children can grow plants, play in a sandpit or sit and read books in a quiet area. This extends children's learning effectively and particularly benefits children who prefer to learn outdoors.

Children's independence is encouraged at snack time when children help themselves to healthy food and drinks. The club rules are displayed to guide children's behaviour. Staff reinforce these by gently reminding the children how to move safely and how to behave. As a result, children's behaviour is good.

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

The registered person and the manager work well together to ensure that the club is developing and improving practice. This is demonstrated through the effective use of staff supervision and implementing new procedures, such as separating older and younger

children to allow age appropriate activities.

The safeguarding and welfare, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage are understood by staff and are met. Risk assessments are carried out and staff suitability checks are in place. This helps to safeguard children's welfare and keep them safe. The manager uses an effective self-evaluation process to identify the settings' strengths and areas for improvement. For example, the process recognises that assessment procedures can be improved and there is training planned for new staff in this area.

Partnership with parents is strong. Parents are consulted via a questionnaire and their feedback is seen to be implemented, for example, by improving the quality of children's snack foods. This demonstrates to parents that staff and management value their views and that they can make a difference to their children's care and learning. Children with special educational needs and/or disabilities have their needs identified and receive the support they need. This shows the setting operates inclusive practice effectively and takes positive steps to meets the needs of all children attending.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	139205
Local authority	Hillingdon
Inspection number	843048
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	44
Name of provider	Joanna Donoghue
Date of previous inspection	21/10/2009
Telephone number	07957 628 206 (Mobile)

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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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