

# Olly Jollys Fun Club

St Johns Church, Marple Road, STOCKPORT, Cheshire, SK2 5ES

## Inspection date

Previous inspection date

06/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The club plans an exciting and challenging range of activities, which skillful staff adapt to ensure that the needs of children in the Early Years Foundation Stage are fully met and they are progressing well in their learning and development.
- Partnership with parents is strong from the start of the child's time at the club. Parents' views about their child's starting points and ongoing progress are actively sought and used to enhance the assessment of the child's progress during their time in the club.
- There are sound systems for self-evaluation, which values the feedback from children and their parents and provide development plans for the club, which continue to improve the learning outcomes for children.
- An effective key person system helps children to form secure relationships with adults and their peers. As a result, all children, including the very youngest and the oldest are confident and enthusiastic participants in the club.

### It is not yet outstanding because

- The effective systems in place for working in partnership with parents and children to share information about their learning is not yet as consistently applied with other providers, such as schools.

## 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 both the large and small playrooms.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector held discussions with the nominated person, parents, children and staff.
- The inspector looked at a sample of children's records and assessments and staff qualifications and suitability.

## Inspector

Kim Stevenson

## Full report

### Information about the setting

Olly Jollys Fun Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St John's church hall in the Offerton area of Stockport and is operated by a company. The club serves the local area and is accessible to children from three years for holiday care and for before and after school sessions. It operates from the community hall and meeting room within the church building. There is an enclosed area available for outdoor play. Four staff members are currently employed, two of whom hold appropriate qualifications at level 3, one holds a level 6 and one is unqualified. The setting opens Monday to Friday all year round. Sessions are from 7.45am to 9am and 3.15pm to 6pm during term-times and from 8am to 5pm in school holidays. Children attend for a variety of sessions. There are currently 34 children on roll. The club supports 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:

- strengthen the partnership with other providers to include the sharing of information about children's learning and development.

## Inspection judgements

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

Teaching is strong as staff's skills are effectively deployed to create an exciting and challenging environment in which all children participate and learn, and which covers all seven areas of learning and development. Activities cover all seven areas of learning and development. For example, one member of staff plans all the creative activities. All children look forward to these and proudly take the results home to their parents.

Children enjoy their time at the club and activities complement those offered in the classroom. So children are suitably rested and well-prepared for school the next day. Parents comment on how quickly their children settle and always look forward to attending the club. Children whose starting points are below the expected levels including those with special educational needs progress well, because partnership with parents is extremely effective and staff gain detailed knowledge of children's starting points. Ongoing observations of children ensure their progress is well documented and planning for their next steps in learning is incorporated into the group planning. Experienced staff respond on a daily basis to children's interests and needs as they occur. As a result, children feel valued and motivated.

Children's needs are well met as staff regularly observe them in their play and use the

information to track their progress. This is documented in the child's learning journey file, which staff use to give parents regular feedback on their child's progress. This complements the tracking completed by the schools for all children in the Early Years Foundation Stage and gives parents a record of their child's progress and achievements. Staff use the observations and tracking to ensure that the activities they provide for the children are developmentally appropriate and provide challenges to move them on to the next stages in their learning.

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

Behaviour management is a key strength. The club is well resourced and there are many activities taking place throughout each session. Children are courteous and polite and staff are consistent in reminding children of the ground rules when the occasional disagreement occurs, encouraging the children to try to resolve any conflict between themselves. Staff are keenly aware when children begin to lose interest in an activity and are quick to invite children to make suggestions for what they would like to do next, which ensures that all children remain interested and engaged.

Children's health and well-being is successfully promoted as staff provide welcoming refreshments for children at the start of the session. This provides a welcome opportunity for children to enjoy a sociable occasion with their peers and stock up on fuel to maintain their energy levels. A good range of sports activities, such as badminton and football are available for those children who wish to be physically active, while a cosy quiet room is ideal for those children who wish to relax after a busy day at school.

The manager is responsible for the educational programme for all children in the Early Years Foundation Stage and is the key person for these children. Younger children actively seek her out for comfort and reassurance. At times the key person gives one to one support to a child to enable the child to fully engage in challenging activity. For example, when a child expresses a wish to put on an impromptu puppet show, the key person sensitively supports the child to complete the task, she involves the older children who watch the show and give a rapturous applause at the end. The approach provides a highly effective system of care and education for the younger children.

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

Children are well protected and safeguarded as management are committed to implementing and reviewing effective safeguarding processes. They seek the advice of the Local Safeguarding Children Board to ensure their policies and procedures are effectively implemented. All staff have a thorough knowledge of child protection issues and the process for reporting any concerns to the appropriate authority. Staff complete daily risk assessments and take effective steps to enable children to safely engage in a range of challenging and exciting activities. For example, children are reminded of the basic ground rules and encouraged to consider fair and just outcomes to minor disputes.

The manager has experience of working with children in the Early Years Foundation Stage

and is responsible for incorporating the educational programme into the club activities. She ensures it is effectively implemented by working in close partnership with parents to gain detailed information about children's starting points and uses ongoing observations and assessments to track children's progress. Staff meet regularly to plan exciting and challenging activities for all children, which they skillfully support to ensure all children, including the youngest, are able to participate in. For example, when one quiet young child was watching the older children vigorously playing football, the staff noticed this and quickly created a space in another area of the room where they played a game together, which matched the child's physical ability and enabled her to achieve success in her play.

The club is constantly evaluating the effectiveness of its provision. It has a range of effective methods for seeking the views of children, parents and staff, in order to review the quality of the service and drive a programme of continuous development. For example, children's opinions are actively sought through feedback sheets, resource request sheets and daily discussions at snack time. Parents' views are regularly sought both verbally and in writing. The manager prioritises areas for improvement and effectively evaluates the impact of the changes.

### **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

<b>Unique reference number</b>	EY468724
<b>Local authority</b>	Stockport
<b>Inspection number</b>	937906
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Olly Jollys Fun Club Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07523895058

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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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