

Jigsaw Out Of School Scheme

Thackley Methodist Church, Thackley Road, BRADFORD, West Yorkshire, BD10 0RH

Inspection date	24/03/2014
Previous inspection date	22/09/2011

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

- The highly enthusiastic and dedicated manager and her staff are committed to continually improving the service they offer to all children and their families. This means children are happy and make good progress.
- Children thoroughly enjoy attending the club and are provided with a good range of activities that help them to make progress across the seven areas of learning.
- Staff are very friendly and welcoming. This means children and parents feel at home in the club and good relationships are forged between children, parents and staff. This ensures children's needs and emotional well-being are supported well.
- Children's behaviour is very good. This is because staff are good role models and they develop respectful relationships with children.
- The manager ensures there are effective practices that minimise hazards. Robust safeguarding procedures mean the children are protected well and feel safe in the club.

It is not yet outstanding because

- There is scope to enhance children's understanding of a healthy lifestyle to a greater extent, for example, by providing a choice of fruit or vegetables in all snacks.
- There is scope to move the books to a less busy area of the club to increase the frequency that they are used by children and support their interest in reading.

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 had a tour of the premises and observed activities in the three play rooms.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the club.
- The inspector looked at children's assessment records and discussed planning information.
The inspector checked evidence of suitability and qualifications of staff working with children, the manager's self-evaluation form and discussed the club's improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day and from feedback received by the club from children and families.

Inspector

Caroline Midgley

Full report

Information about the setting

Jigsaw Out of School Scheme was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in Thackley Methodist Church Community Centre on the outskirts of Bradford. It is privately owned. The out of school club serves the local area and is accessible to all children. It operates from 7.30am to 9am and 3pm to 6pm. During school holidays it opens from 7.30am to 6pm. Three main rooms are used by the club, the lower hall, the coffee lounge on the ground floor and a large hall on the upper floor. There is a small enclosed area available for outdoor play and the club use a nearby playing field for outside play during the holiday periods. The club employs eight members of childcare staff, of these four hold qualifications level 3. There are currently 138 children attending, 41 of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's understanding of a healthy lifestyle, for example, by offering a choice of fruit and vegetables on a daily basis

- extend children's interest in reading by enhancing the area where books are stored to encourage children to relax with a book more frequently.

Inspection judgements

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

Children thoroughly enjoy attending the club. They choose from the wide variety of activities on offer in the three main areas of the club. The activities help children make progress in all areas of learning and development, but particularly promote children's personal, social and emotional development well as they cooperate with each other and are encouraged to be independent. The activities also promote children's physical skills well, as they play football, use the gym equipment, play with hula hoops and dance to music. Teaching and learning is effective because staff are well-qualified and deployed well. There is at least one member of staff assigned to each of the areas and children are free to move around the premises. Young children develop confidence supported by their key person or siblings and parents are involved in the setting and their child's time there through daily discussions with staff. This means all children in the Early Years Foundation Stage make good progress in their learning and development. For example, a member of staff joins a group of young children as they play in the sand. She talks to them and plays alongside them. She encourages all the children to be independent and self-reliant, while effectively supporting and encouraging their language development and explorative play.

In the downstairs hall children dance to pop music and play active games with an enthusiastic member of staff.

Children learn to cooperate and develop their imagination as they build with giant soft play blocks and develop computer skills as they enjoy playing computer games. The resources are generally well organised in the quieter coffee lounge to allow children to develop a range of learning skills as they draw, play board games or watch television. However, although there is a good range of books available for children to look at and read, they are not well used. This is because there is no comfortable and enticing area for children to sit and look at them.

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

The premises are spacious, safe and welcoming to children and their families. Children's work is displayed on the walls and groups of children gather around these to discuss the work. This promotes children's confidence and self-esteem. Children are self-motivated and proud of their club and describe why they enjoy attending. Staff are very friendly and welcoming and children and parents feel at home in the setting. Children are respected as individuals and their emotional security is given high priority. Children's views are also given very high priority. They feel safe and secure and form good attachments with their key person and all other staff members. Parents' views about their child's care, including medical needs, are determined before children start. This enables staff to provide safe and consistent care. In addition, staff successfully work in partnership with the local schools, which helps children make good progress in their learning and development.

Children's behaviour is excellent. This is because staff are good role models. They apply clear, consistent boundaries and children are cooperative and considerate. For example, older children help ensure younger children are happy. Staff support children as they develop a good awareness of safety and how to stay safe. For example, they regularly practise fire drills.

Children are encouraged to be active and children can choose between a range of active pursuits each session. Children can help themselves to water or milk if they are thirsty. They enjoy a snack when they come out of school. However, although children enjoy their snack, this sometimes does not include a choice of fruit or vegetables. This means there is scope to further enhance children's understanding of a healthy lifestyle. Children follow appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross infection.

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

The highly enthusiastic, dedicated manager and her staff have a clear understanding of the requirements of the Early Years Foundation Stage. They are committed to continually improving the service they offer all children and their families. In this process they

consider the views of children, parents and other agencies and have made good progress in addressing issues identified in their last inspection. This means overall quality of the provision is constantly improving for children and families. The manager is highly effective. She employs thorough recruitment, vetting and induction procedures. This helps to ensure that adults working with children are suitable to do so. Staff are very clear about their responsibility to protect children from potential harm and neglect. There are clear policies and procedures that help ensure children are safe. The manager carries out thorough risk assessments. They review these regularly at staff meetings and staff use them to make daily checks to help ensure children are safe. The manager and other staff regularly attend managers' and leaders' networking meetings held by the local authority, which means they keep up to date with the latest regulations and guidance. The club holds quarterly staff meetings during which they review policies, discuss training needs, disseminate new ideas and practices. They also analyse their practice and update their self-analysis form. They use this information to produce a plan to inform future developments. The manager also promotes good practice through informal discussions and through formal, regular individual meetings with each member of staff. These give staff opportunities to discuss issues that concern them and helps ensure children are safe.

The manager and staff have a clear understanding of the learning and development requirements for the younger children. They have effective systems when children start at the club to ensure children's needs are well met. For example, they attend an initial session with their parents, during which the child, their parents and the key person build relationships and exchange information. They successfully support children with special educational needs and/or disabilities. They understand the importance of partnership working with both parents and external agencies in order to secure appropriate interventions for children who are not making age-expected progress.

The manager recruits and trains appropriately qualified staff and encourages staff to engage in continuous professional development. As a result, the club provides a constantly improving learning environment. This enables them to provide activities that successfully complement the children's learning in schools where they spend more time. Partnerships with these settings are well established and contribute effectively to the continuity of the children's care and learning.

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	EY293233
Local authority	Bradford
Inspection number	861466
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	138
Name of provider	Avis Verity Ward
Date of previous inspection	22/09/2011
Telephone number	07866 356 236

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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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