

The Jungle Club

Maidenbower Infant School, Harvest Road, Maidenbower, CRAWLEY, West Sussex, RH10 7RA

Inspection date	27/03/2014
Previous inspection date	16/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Staff form warm and secure relationships with the children, making them feel safe and valued.
- Staff encourage children to become increasingly independent to develop their confidence and self-esteem.
- Children are confident communicators who enjoy talking to staff, visitors and to each other.
- Children enjoy a range of healthy snacks and drinks to support their well-being.

It is not yet good because

- Staff do not consistently manage noise levels or the children's behaviour, including the older children, to support their welfare and learning effectively.
- Self-evaluation is not robust so staff do not consistently identify strengths and areas of weakness to improve children's learning and development.
- Staff do not provide children with a good range of activities which means children are not fully challenged during activities to enhance their learning and development.
- Management do not routinely monitor staff performance to help them improve their practice regarding the teaching and care of children to improve their outcomes.

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 staff and children interacting both indoors and outdoors.
- The inspector conducted a joint observation with the provider.
- The inspector talked to staff, children and parents.
- The inspector sampled a variety of documents and records with the provider.

Inspector

Chantal Clarke

Full report

Information about the setting

The Jungle Club registered in 2004. It is privately owned and operates from premises within Maidenbower Infants School in Crawley, West Sussex. It is managed by the provider and offers after-school care and out-of-school care during the school holidays. Children use a designated classroom with toilet facilities. There is a large playground and grassed area for outdoor play within the enclosed school grounds. The club is open each weekday during term time from 3pm to 6.30pm. During the school holidays it is open each weekday from 8.30am to 6.30pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 20 children attending who are in the early years age range. The club also provides care for older children. Children come from the local area and the club serves five local primary schools. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club employs four permanent members of staff and a team of bank staff. Of the permanent members of staff, three hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve staff's skills in managing children's behaviour and noise levels within the club in a consistent way
- foster a culture of mutual support, teamwork and continuous improvement by introducing a rigorous process of self-evaluation to effectively identify strengths and weaknesses in the provision; take account of the views of staff, children and their parents and develop a clear plan for improvement.

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

- improve the range and type of activities provided for children to support their progress in the prime areas of learning
- develop systems of performance management and supervision to strengthen staff's skills in engaging children and challenging their learning.

Inspection judgements

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

Children are confident communicators who engage well with each other and staff, fostering their communication and language development. Displays show evidence of children's creative work, which helps children feel a sense of belonging and take pride in their achievements. The displays also include examples showing the children have been celebrating festivals including Chinese New Year and Mothers' day. However, staff do not consistently plan or provide children with a broad range of challenging activities to support their learning and develop their knowledge and skills. Some staff sometimes provide thought-provoking questions, but they regularly miss opportunities to contribute to children's learning through effective teaching. For example, while children are comparing their heights, staff do not make observations, ask questions or extend the activity to challenge children's thinking and learning.

Children enjoy playing with a satisfactory range of toys and equipment to develop their skills and meet their interests. Children ask for resources confidently, showing that staff routinely create an enabling environment which encourages children to express their preferences. They enjoy games such as football, helping them develop their physical skills.

Staff chat informally with parents about their child's day to involve them in their child's experiences at the club. Some staff liaise with schools to support collaborative working to benefit the children.

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

Staff greet each child as they arrive at the club and engage them positively in conversations about their day. Children show affection towards staff which demonstrates they feel safe and valued. A well-established key person system helps to ensure that every child forms a secure emotional attachment to a member of staff. Staff are knowledgeable about their key children's preferences, friendships and their medical and dietary needs. This helps them meet children's individual care needs.

Staff promote positive behaviour by thanking children for being helpful and by praising their efforts. However, at times the noise levels within the club are excessively high due to some children's negative behaviour. Consequently this has an impact on children's comfort and well-being. Staff do not manage children's behaviour, particularly the older children's, in an effective and consistent way to support their personal and social skills and help them learn about boundaries and expectations. This disrupts some children's concentration and does not contribute to effective learning.

Staff have assessed the safety of the environment and have minimised hazards to children so they keep safe. For example, looped cords on the window blinds are fitted with safety release mechanisms so that they do not pose a risk and electrical cords are kept off the

floor and children are taught not to touch them. Staff promptly remove and/or repair broken toys to make sure they are suitable for the children to use. These measures help to keep children safe while at the club. Staff routinely practise emergency evacuation drills with the children, enabling them to develop their understanding of how to keep themselves safe while at the club.

Children learn to follow satisfactory health and hygiene practices within the club and gain independence managing all their personal care needs appropriately. They enjoy a range of nutritious and healthy snacks and have easy access to fresh drinking water to support their health.

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

The provider fulfils her responsibilities to meet the safety and care needs of the children attending this club to promote their welfare appropriately. Staff have a sound understanding of their roles and responsibilities regarding child protection, including the safeguarding reporting procedures to follow. Consequently children keep safe. The staff maintain the required records to support the safe and appropriate care of children and meet statutory requirements.

The club provides children with play-based learning experiences within the out-of-school provision which incorporate the educational programmes and meet each child's needs to a satisfactory level. Informal systems are in place to monitor children's progress within the Early Years Foundation Stage to support their development.

Staff welcome parents into the club and spend time with them to find out key information about children's specific care and dietary needs as well as their interests. This enables staff to support individual children satisfactorily. Partnerships with other settings children attend are also informal, with some information being shared to support children's learning and development.

The provider has made some progress since their last inspection to improve outcomes for children. However, the management and staff do not have robust systems in place to rigorously monitor the education programmes. In addition they do not routinely evaluate their practice to identify strengths and weaknesses, despite this being a recommendation at their last inspection. This limits opportunities for improvement and has an impact on children's experiences and outcomes. Staff do suggest some ideas for improving routines and activities but positive steps are not consistently taken to raise standards within their practice and management lack drive to improve.

The provider occasionally coaches staff members to help improve their practice, for example she reminds them to get down to the children's level when speaking to them. She recognises and praises positive aspects of their work, but she does not identify areas for development in their teaching. This results in an inconsistent quality of interactions with

the children and no effective systems for improving them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register).
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (voluntary part of the Childcare Register).

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	EY288991
Local authority	West Sussex
Inspection number	814742
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	65
Name of provider	Gooding Childcare Services Ltd
Date of previous inspection	16/11/2011
Telephone number	07815105125 01293 886324 school

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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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