

CJ's Playcare (Kirkhamgate)

Outwood Primary Academy Kirkhamgate, Brandy Carr Road, Kirkhamgate, Wakefield, West Yorkshire, WF2 0RS

Inspection date	07/04/2014
Previous inspection date	08/01/2009

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

- Highly skilled staff have a good knowledge of how children learn and couple this with a secure knowledge of each child's individual needs. This enables successful promotion of children's care and learning.
- All staff are fully committed to making sure that each child has their individual needs catered for to enable them to learn new skills, play and have fun. As a result, children thrive and make good progress in this setting.
- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning through first-hand experiences.
- Young children develop attachments with their key person well and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.

It is not yet outstanding because

- Sometimes activities in the outdoor area focus mainly on physical play, this means that children occasionally miss out on activities, such as construction, role play or mark making.
- There is scope to involve parents more within the setting.

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 the play room after school, the outdoor area and in the hall for breakfast club.
- The inspector spoke with the staff, senior manager and the owner at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector spoke to the children during free play.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Hayley Gardiner

Full report

Information about the setting

CJ's after school and breakfast club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Outwood Primary Academy Kirkhamgate near Wakefield. The setting serves the local area and is accessible to all children. The setting employs four members of permanent staff but have a regular supply member. Of these, two staff hold appropriate early years qualifications at level 5. The setting opens Monday to Friday during term time only, from 8am to 9am then 3.30pm until 6pm. There are currently 24 children in the early years age range on roll.

What the setting needs to do to improve further

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

- enhance the outdoor area to include activities, such as mark making, construction and role play, in order to progress children's very good learning even further
- find new and innovative ways to involve all parents within the setting, For example, open days, coffee mornings or stay and play sessions.

Inspection judgements

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

The staff have a good knowledge of the Early Years Foundation Stage and fully understand about child development. They use successful teaching strategies to provide children with a wide range of interesting, motivating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for later life. Children have individual learning files; these include some creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home, for example, staff send home the balloons and eggs for children and parents to make their own Easter egg holders.

Overall the setting provides a good learning environment for children, covering all areas of learning. All children can easily access resources and equipment as they are stored at low level, which promotes their independence. Children are praised when they do well and this

helps to build their confidence and self-esteem. Children learn about the wider society well; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing up clothes. They take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. Children have the option to play outside where they learn to be physically active, however, there is scope to enhance the outdoor environment because sometimes the outdoor area does not have as many resources as possible. This means, occasionally, children do not have as many opportunities as possible to enjoy construction, role play or mark making. The staff fully understand the importance of supporting young children to develop their skills in using their imagination. For example, children role play with a member of staff. Each child takes on a different role, for example, a dog, a cat and a guinea pig. Staff respond and encourage them to act out their story.

Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice. Children contribute to planning their own activities weekly. All activities successfully reflect children's individual interests. The staff support their learning with good quality interactions with children eagerly speaking about their favourite toys or if their parents have a car. Children enjoy exploring the glue using their hands and fingers; they rub the glue into their hands and delight in the sensory experience. All children explore the jigsaws with interest. Children are given opportunities to be independent, such as pouring their own drinks, serving their own food or putting on their own coat.

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

Children have good relationship with their key person in this warm, friendly setting. The consistency of staff is a strength of the setting, as all staff also work in the school so children are with the same staff for the whole day. The key person takes time to get to know their children well. Children are comfortable within the setting and are fully at ease, which means the children's individual emotional needs are met. The staff gather information from parents when children are inducted into the setting, including any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines. The staff plan very effectively to make sure children are happy and have lots of attention to make them feel special. Children feel secure and grow in staff's care because they form emotional attachments. They smile and laugh freely and as they get older, they begin to enjoy getting close to the staff to talk about their experiences openly. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to high school. As a result, children are motivated, eager learners who participate enthusiastically in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are polite and manage their own behaviour well because the behavioural rules are fully embedded in routines. Sensitive reminders and positive reinforcement means

children receive consistent messages, such as 'Please don't climb on the chair as you may fall'. Children build strong relationships with their friends. They work together well as they play together and learn the social skills, which they can use in school. Children are taught about being safe and what to do if they get lost out of the setting, for example, the police and emergency services visit the setting regularly to speak to children. An awareness of hygiene practices and healthy lifestyles is apparent. Children manage their own personal care needs well; children fully understand why they need to wash their hands before snack. They were able to talk about soap and germs and are setting a good example for younger children. Children enjoy nutritious, healthy snacks, such as fruit and vegetables. Snack time provides children with choices and allows them to serve themselves. Children enjoy fresh air and exercise daily.

Staff encourage children to take risks and this challenges them well; they talk freely about what they are doing so that children understand about these risks. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. Children are well prepared for their future learning. The staff have developed good links with the school.

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

The setting is well structured and completes all the necessary paperwork, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staff's responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. The setting has a named first aider with a current paediatric first aid qualification. Good recruitment and induction procedures, including a strong probationary period, ensure staff are safe and suitable to work with children.

The leader monitors the children's progress well using the children's profiles well and has a good awareness of their abilities and skills as well as the fact that children develop at their own rate. There is a well thought out planning system to ensure that staff cover each area of learning with adult-led activities or supported free play. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, briefing sessions and training courses. Effective performance management systems are in place; staff mentor each other and work closely together, bouncing ideas off each other with dedication and passion. Supervision and appraisals are in place so children benefit from trained and motivated professionals.

Partnerships with parents are established, ensuring children's development is enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents

can share information about their children with the staff and they discuss children's progress when dropping off and collecting their children, however, there is scope to develop this area and find new innovating ways to involve parents further in the setting. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

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	EY289799
Local authority	Wakefield
Inspection number	877761
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	24
Name of provider	James Christopher Jones
Date of previous inspection	08/01/2009
Telephone number	07921 196192

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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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