

Just Like Home

Frogmore Junior School, Green Lane, Frogmore, CAMBERLEY, Surrey, GU17 0NY

Inspection date	30/04/2014
Previous inspection date	29/02/2012

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

- Staff are skilled at using targeted teaching during children's spontaneous play. They create meaningful learning experiences for children of all ages during all activities.
- Staff consistently use effective positive behaviour management strategies. This results in children being very well behaved, feeling secure and developing strong personal, social and emotional skills.
- Staff have good, practical knowledge of how to encourage the development of language and communication skills. They converse with each child frequently, and children are confident speakers as a result.

It is not yet outstanding because

- Observations of children's skills are not consistently monitored to provide an up-to-date overview of each child's development.
- Informal sharing of skills and knowledge between staff is not structured into a targeted programme of professional development.

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 interacting with children indoors and outdoors.
- The inspector discussed with the provider.
- The inspector scrutinised a sample of documents.
- The inspector talked to staff, children and parents.

Inspector

Chantal Clarke

Full report

Information about the setting

Just Like Home is an out of school provision that was registered by the new owner in 2011. It is located within Frogmore Junior School, in Camberley, Surrey. The club operates from a large hall and classroom. Children have access to an outdoor play area which includes a large field. The club is situated in a residential area and offers places for children who attend Frogmore Infant and Junior School and Potley Hill Primary School. It is open each weekday from 8.am to 8.45am and 3.15pm to 5.45pm, term time only. The breakfast club is only available for children attending Frogmore Infant and Junior School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 30 children on roll. Of these, five are in the early years age range. The setting supports children who are learning English as an additional language. There are four members of staff, of whom three hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2 and 3.

What the setting needs to do to improve further

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

- strengthen the use of observations to monitor children's progress

- develop informal sharing of skills and best practice between staff into focused professional development sessions.

Inspection judgements

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

This setting is thoughtfully resourced to provide children with opportunities to develop their skills and understanding in all areas. Children are fully absorbed by their chosen activities and they concentrate well, showing that staff have matched activities to the children's needs well. Skilled staff focus on supporting children's language to develop by talking with them and listening to them frequently. This also makes children feel valued and secure which promotes their emotional wellbeing. Staff consistently use effective teaching strategies to enhance children's learning. For example, staff describe practical problems encountered during play and invite children to suggest solutions. This supports the development of thinking skills, language skills, cooperation and active learning. Staff regularly adapt their interventions to meet the individual needs of each child. For example, children who need more time and encouragement to join in with a group conversation are given support and praise, while confident speakers are encouraged to develop their listening skills.

Staff know the children well and plan activities to match their interests and preferences. They also plan activities to build on topics the children are learning about at school. Children talk enthusiastically about these planned activities, showing that they are interesting and enjoyable. Staff make astute written observations of children's emerging skills, and these are sometimes used to monitor children's progress. Parents feel well informed about their children's experiences at this setting. Staff use newsletters, emails, phone calls and regular friendly conversations to engage with the busy working parents they serve.

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

Staff form positive, respectful and supportive relationships with all of the children attending this setting. Children show they feel secure and valued by sharing their concerns and difficulties with staff, as well as enjoying their company. Staff consistently praise positive behaviour which motivates children to be kind and helpful. The children are very well behaved and they cooperate with maturity during group games. This is due to the skill and sensitivity of staff in supervising children closely and applying agreed behaviour management strategies. For example, a child who is trying to provoke his neighbour at snack time is cheerfully invited to come and sit next to a member of staff. She successfully redirects him into a fun conversation which diverts him away from his unwanted behaviour. Parents express admiration for staff skills in managing challenging behaviour.

Children's safety is a high priority and there are effective systems in place to protect children from actual and potential harm. Staff check the physical environment daily to ensure it is safe for young children. All staff have a sound understanding of safeguarding issues and of how to report concerns. Children using climbing equipment are very well supervised to ensure their safety. For example, staff notice when a child's shoelace is coming loose while climbing and help to tie it up. Staff explain the potential hazard of an untied shoelace to the child, thus teaching him how to stay safe. Any accidents or injuries are properly recorded and shared with parents. Regular fire drills ensure the children are evacuated promptly and safely should an emergency arise.

Staff encourage children's potential to develop a healthy lifestyle with success. They encourage children to be physically active by facilitating access to the large outdoor area and by providing inviting and varied equipment. Staff teach children new ways to use familiar equipment and they take care to include all children in their games. Staff ensure that children wash their hands properly before eating snack, and children can eat and drink as much as they need. Children with complex medical needs attend this setting, and all staff have a secure knowledge of how to respond to a medical emergency. Staff liaise very effectively with parents to establish the individual needs of each child to ensure they get the care they need. For example, staff have obtained a detailed understanding of triggers and coping strategies for one child's challenging behaviour from his mother. In this way children gain support for their future learning and progress.

The effectiveness of the leadership and management of the early years

provision

The provider demonstrates a good knowledge and understanding of the safeguarding and welfare and learning and development requirements. The provider has a robust understanding of her responsibilities to safeguard the children attending this setting. She ensures the manager's safeguarding training is up-to-date and that it is effectively shared with the other staff members. She makes sure that all staff understand the setting's safeguarding policy and how to implement it, and she demonstrates a secure knowledge of how to make a referral.

The provider ensures that the resources and activities provided by the staff team create a broad curriculum for the children. This gives children plenty of opportunities to develop their skills in each of the areas of learning. She has established effective systems for planning activities and monitoring children's progress through frequent, professional conversations with her staff team. The strong communication skills and dedication of the staff ensure that these verbal plans are consistently implemented. Staff make detailed and astute written observations of the children which provide insight into their interests and abilities. These observations are not always formally monitored, however, to ensure staff gain an up-to-date overview of each child's progress.

The provider has a sound understanding of her setting's strengths and weaknesses. For example, she values very highly the strong skills of her staff, and she has already identified that monitoring the children's progress is an area for development. She has successfully implemented the improvements suggested at the previous inspection, showing she can lead the setting through changes. The provider frequently observes the staff members' practice, and she is skilled at identifying good practice and areas for improvement. Examples of good practice are shared informally between staff, and the consistently high standards of teaching and behaviour management show this is working effectively. Staff feel that they are learning from each other and that their skills are improving. However, these verbal systems do not give staff a planned programme of professional development to further enhance practice.

The provider uses a wide range of methods for communicating with the busy working parents who use this setting. Parents feel well informed about their child's experiences and very rarely make complaints. Staff routinely liaise with the children's school teachers verbally and using a communication book. This keeps them informed of care and wellbeing issues, as well as their learning and development. Topics covered by the schools are often supplemented at the setting, showing that these communications support the children's 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	EY437596
Local authority	Hampshire
Inspection number	816755
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	20
Number of children on roll	30
Name of provider	Lea Maroney
Date of previous inspection	29/02/2012
Telephone number	07743497801

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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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