

# CJs Playcare (Ledger Lane)

Outwood Primary Academy Ledger Lane, Ledger Lane, WAKEFIELD, West Yorkshire, WF1 2PH

<b>Inspection date</b>	20/05/2014
Previous inspection date	22/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Robust partnerships with the school ensure information about children's learning is shared. This means activities can be tailored to their individual needs from the outset to support their continuing progress.
- Children are taught to be kind to each other and consider the needs of others during their play. As a result, they are developing strong peer relationships.
- Children are safeguarded well because staff have a suitable understanding of child protection issues and there are clear lines of accountability for reporting concerns about children or the operation of the setting.
- Self-evaluation is robust and includes the school, parents and children. This means strengths and weaknesses are accurately identified and there are clear action plans in place to improve the club for children who attend.

### It is not yet outstanding because

- On occasions, practitioners miss opportunities to use open-ended questioning to help children make connections in their learning. As a result, children's knowledge and ideas are not always fully explored in as much detail as they could be.
- Parents understanding of how activities enhance children's continuing progress and complement their learning experiences in school is not always fully supported because in some instances, children's development records do not show which areas of learning activities relate to.

## 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 main playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the early years provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

CJs Playcare (Ledger Lane) was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Outwood Ledger Junior and Infants School in the Outwood area of Wakefield. The club serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The club employs six members of childcare staff, of these, four hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday during term time. Sessions are from 7.45am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently four children attending, who are in the early years age group. The club supports a number of 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:

- extend opportunities to engage children in discussion by making more use of techniques, such as open-ended questioning so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail
- enhance parents understanding of how the wide range of activities provided support children's continuing progress and complement their learning experiences in school by identifying in development records which areas of learning activities promote.

### Inspection judgements

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

Practitioners in the club have a detailed understanding of the learning and development requirements. The majority of them have attained relevant early years qualifications that give them the knowledge and skills they need to promote children's learning. Key persons work in partnerships with the early years foundation stage teachers to ensure they have up-to-date information about children's developmental progress. This means they have a clear understanding of where each child is in their development and what next steps have been set for them. Practitioners assess children's development by completing short observations about what each child is learning. They use the information from observations to inform planning and as a result, educational programmes complement those that children enjoy in school and support their continuing progress. Focused planning targets the needs of children, who are not meeting the expected milestones for their age. This helps them to make good progress towards the early learning goals. A programme of activities to promote their learning during the summer holidays ensures children's continuing progress is supported during the long break from school.

Practitioners are knowledgeable about the skills children have already acquired when they enter the club and they find out children's interests. Children are involved in planning and there is a good balance of adult-led and child-initiated play. Comments from parents show that they prefer children's time in the club to be child-led and less structured than school and they are happy with the range of activities provided. Practitioners plan activities across the seven areas of learning that take into account children's differing abilities and offer them challenges that help them to make consistent progress towards the early learning goals. For example, they use a range of media to develop their understanding of technology. They also use a range of writing materials and access books that promote their developing literacy skills. Practitioners help children with their homework and parents value the contribution this makes to their children's learning. On occasions, practitioners miss opportunities to promote discussions through open-ended questions. This means sometimes children's knowledge and ideas are not explored in as much detail as they could be. For example, where might they see a rainbow like the one they are painting in their picture? Nevertheless, practitioners chat to them about their learning in school and planned adult-led activities, such as exploring Chinese New Year, reflect those children enjoy in school. As a result, children are making some connections between their learning experiences.

Parents feel they are kept well-informed about activities and events that take place in the club. Children comment that they enjoy lots of activities and they are happy to be there with their friends. Through daily discussions and by sharing learning records with parents, practitioners share activities with them and information about children's learning in school is shared. Children's learning records, however, do not always identify which areas of learning are supported by the educational programmes they provide. This means parent's knowledge of how the wide range of activities complement children's learning in school is not fully supported. Despite this, they comment that their children are very happy in the club because activities, such as making their own pizzas, reflect those they would do at home after a day in school. Strong partnerships with the school means there are robust systems in place for supporting children with special educational needs and/or disabilities. As a result, they enjoy continuity in their care and learning during their time in the club.

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

Children are appropriately supervised during play and everyday routines. They are encouraged to risk assess for themselves. For example, they learn how to use play equipment safely while balancing on logs and posts. They learn to use tools and equipment safely, such as using knives to cut up vegetables when preparing their pizzas. They are also taught to observe safety rules during trips in the school holidays. As a result, they are learning how to keep themselves safe. Practitioners are good role models and they demonstrate clear expectations for children's behaviour. Clear, age-appropriate explanations help them to understand the needs of others and as a result, they build on the skills they need for the larger school environment. By giving them age-appropriate explanations children are taught to consider the effect their behaviour has on others. As a result, they are developing a robust understanding of right and wrong and children's

behaviour in the club is very good.

The club provides a relaxed, informal environment where children can play freely after their day at school. Strong relationships with parents and the school ensure detailed information about children's care needs is shared. Children show that they are comfortable and self-assured as they move around the setting. Older children are kind towards the younger children. They include them in their play and they help them with tasks, such as solving puzzles on the computer. Children demonstrate secure relationships with practitioners that promote their well-being and also strong relationships with their peers. Children who attend the club also attend the school where the club is situated. A number of practitioners also work within the school. This means children are familiar with the setting and staff and as a result, they settle easily. Daily routines, such as eating together at snack time, reflect practises they experience in school and this means they enjoy consistency in their daily routines.

Children can access the outdoor area everyday. They enjoy playing in the natural wooded area and using the large space on the school playground to run and play chasing games. The club has a range of resources to promote children's physical development during outdoor play, such as space hoppers. This means children can make choices about their play while developing their physical skills. Practitioners participate in children's play and this means children enjoy a range of adult-led activities, for example, team games. Children are involved in planning and preparing a wide range of healthy snacks and this helps them to make informed choices about the food they eat. They are encouraged to develop robust hygiene routines, such as washing their hands before they eat and this means they develop a good understanding of how to stay healthy.

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

The provider has a good understanding of procedures that promote safer recruitment and there are robust measures in place for checking the suitability of staff. The premises are checked daily and the provider has completed suitable risk assessments for the premises and the trips children attend in the holidays. Entry to the club is through the school building and the identification of visitors is checked at the school reception. Children's attendance, including when they arrive and leave, is recorded and this means ratios are maintained. Four practitioners hold a current first aid certificate, which means they can give appropriate treatment if there is an accident to a child in their care. The manager is the designated safeguarding officer and she has completed advanced safeguarding training. This ensures there are clear lines of accountability in place and procedures for reporting concerns are clear.

When children enter the club parents are provided with an information pack that includes relevant policies and procedures. This ensures parents understand the systems in place for keeping their children safe, for example, the use of mobile telephones is forbidden. This means children are kept safe at all times. The club also uses a message book that is shared with the school to ensure essential information about children's care needs is

communicated effectively. This ensures their well-being is fully supported. Robust partnerships with the school ensure accurate information is shared with the club about children's learning. This means practitioners can share information with parents about some of the milestones children have achieved and the activities they enjoy. As a result, children enjoy some consistency in their learning. The club has strong partnerships in place with other professionals through the school and they work closely with them to support children who are not meeting the expected milestones for their age. As a result, children in the club are making suitable progress towards the early learning goals.

The club is one of a number of settings owned by the same provider. The provider receives information from the local authority and this ensures the club is kept up-to-date with changes that affect the provision. The company is registered with an independent training provider and this means practitioners can access training to develop their already effective teaching skills. The management team seeks the views of parents and children and they take their views into account when evaluating the service they provide. For example, the breakfast club now opens earlier to accommodate parents who go to work early. They have taken appropriate action to address previous recommendations and they have a suitable understanding of the club's strengths and weaknesses. They work with practitioners to address areas for improvement and this means the club is continually improving to benefit children who attend.

### **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>	EY298936
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	877854
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	James Christopher Jones
<b>Date of previous inspection</b>	22/04/2009
<b>Telephone number</b>	01924 862098

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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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