

Jumoke

Oakfield Road, Anerley, London, SE20 8QA

Inspection date	02/06/2014
Previous inspection date	04/04/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider fails to ensure children's well-being and safety. The vetting procedures are not robust because not all the staff team's Disclosure and Barring Service records are kept as required. The provider does not ensure that there is always a staff member on site who is fully first-aid trained.
- The provider does not ensure that the requirements for staff qualifications are met so children are not cared for by a suitably qualified staff team.
- The provider does not undertake regular supervisions with staff to support their development and drive improvement of the provision.

It has the following strengths

- Staff have caring, affectionate relationships with children which support children's social and emotional development.
- Staff provide children with an interesting range of after-school activities which they enjoy and from which they learn.

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 sampled a range of documentation including children's records, some policies, and attendance records and staff files.
- The inspector observed activities in the hall and the outside play area.
- The inspector spoke to the manager, staff, and some parents and children.
- The inspector invited the manager to carry out a joint observation.

Inspector

Caroline Preston

Full report

Information about the setting

Jumoke opened in 1998 and registered with Ofsted in 2001. The out-of-school club operates from a church hall in Anerley, in the London Borough of Bromley. The club is registered to provide care during the school holidays and is open each weekday from 8am to 6pm, and after school between 3pm and 6pm each weekday. There are currently three children on roll in the early years age range. A secure outdoor play area is available. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are five members of staff, two of whom hold relevant 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:

- implement robust vetting procedures, which include obtaining an enhanced Disclosure and Barring Service check, and maintain records of these to show that checks have been carried out to assess staff suitability to work with children
- put appropriate arrangements in place for the supervision of staff who have contact with children and families to make sure they have the necessary skills to fulfil their roles, and if not to arrange training to improve their skills and practice
- put effective systems in place to ensure that at least half of all staff working with children hold at least a full and relevant qualification at level 2
- ensure that there is always a member of staff working with children on the premises, and on outings, who holds a current paediatric first-aid certificate, in order to know how to react and care for children if they have an accident or are injured.

Inspection judgements

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

Staff interact well with the children at the after-school club. They sit and talk with them, and play board games. Such activities promote children's conversation and social skills because they talk with each other and learn to take turns. Staff encourage children to

make their own choices when they arrive at the club after school. For example, children choose to take part in painting activities, or they sit quietly and read books. Making choices means children enjoy what they do so they enjoy their activities.

Staff undertake observations and assessments of children so that they know what stage the children are at and can plan what they need to learn next. This helps to identify if any children have special educational needs and/or disabilities, so these can be addressed. Staff liaise suitably with teachers at the children's school. This communication helps children to settle in at the club because staff find out about their developmental stages. This helps staff meet children's social and emotional needs as they move from one setting to another over the course of the day.

Staff plan suitable creative experiences. For example, children enjoy painting activities so that they create their own pictures and display them at the club. This helps boost their self-esteem and confidence.

Staff provide enjoyable outdoor play activities to promote children's physical development. Children are excited about playing bat and ball, for example. They hit the ball skilfully to each other keeping the momentum up through concentration. Children concentrate well at playing board games too through which they build relationships with each other and make friends. Children develop their mathematical skills as they judge space and size while playing games. Staff provide children with a suitable range of experiences to help them practise the skills they learn in school and to help them move towards the next stage in their learning.

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

The provider does not ensure that the staff team working with the children is suitable to do so. This weakness places children's safety at risk. For example, staff show uncertainty about their Disclosure and Barring Service checks and details of these are either not available or not recorded properly. There are insufficient staff who hold relevant first-aid qualifications to ensure a suitably qualified person is present at all times. This compromises children's well-being in the event of an accident.

Staff implement some procedures to help maintain children's good health. They encourage children to manage their personal hygiene needs, reminding them to wash their hands before eating. Children use the toilet independently when they need to. Staff provide children with fun outdoor activities, such as bat-and-ball games, so that they have fresh air and exercise. Staff provide children with light snacks that do not involve cooking food, and children bring packed lunches during the holidays to meet their needs.

Staff make appropriate use of the resources available. Children enjoy playing with a good range of resources that staff make easily available to them around the hall, all of which support their development. Staff provide children with relevant resources which reflect

differences between people, such as books and play figures, and they celebrate festivals with them. These activities support children's growing knowledge of diversity, so they learn to be tolerant of others.

Staff have good relationships with the children which helps children settle well. Most staff know the children from the school they attend because they work there during the day. Their knowledge of children means they understand their needs. Staff are good role models to children because they speak and act professionally. This helps children learn to share, take turns and be kind to each other. Staff make clear their expectations for behaviour. They implement basic rules through discussion with the children. This means that children behave appropriately when in the club because they know what staff expect and comply.

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

The inspection was brought forward as a result of concerns raised to Ofsted. The concerns related to recruitment practice, staff-to-child ratios, staff qualifications, training of staff, the lack of staff records and confidentiality of children's information. This inspection found that the provider failed to ensure that all requirements relating to the Early Years Foundation Stage, and both parts of the Childcare Register were met, and that some of these requirements continue to be not met.

The provider does not have robust vetting procedures to ensure staff are fully suitable to work with children. The provider does not maintain a comprehensive record of staff's details to show they are appropriately vetted. There are not enough appropriately qualified staff working with the children. The provider does not ensure that there is always a staff member on site who is fully first-aid trained. These weaknesses compromise children's health and safety.

Staff carry out suitable risk assessments. Children play and learn in a safe environment because staff remove any dangers from it, inside and outside. Staff-to-child ratios are maintained at all times so that children are supervised suitably when they are at the club. Both staff and children's records are kept confidentially. Staff are not offered regular supervisions by the provider to discuss and support their training needs or future development.. This does not demonstrate a positive attitude to improving the provision, including the quality of teaching. There are no effective self-evaluation and monitoring systems in place. This is evident because the breaches of requirements have not been identified by the management team.

The staff have established effective partnerships with parents. Staff speak to parents daily exchanging relevant information about their children when each child is collected from the club. These communications help keep parents up to date with what their children do when in the club.

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:

- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that at least one person caring for children holds an appropriate first-aid qualification (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that at least one person caring for children holds an appropriate first-aid qualification (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	137385
Local authority	Bromley
Inspection number	976552
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	3
Name of provider	Audrey Bobb
Date of previous inspection	04/04/2012
Telephone number	020 8289 6771

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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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