

Jimmy D's

Deeping St James CP School, Hereward Way, Deeping St. James, PETERBOROUGH, Cambridgeshire, PE6 8PZ

Inspection date

29/04/2014

Previous inspection date

09/09/2013

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 4

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

- Safeguarding is given insufficient priority. The manager has not undertaken a suitable course to fulfil the requirements of her role as lead person for safeguarding. This does not adequately promote children's well-being or welfare.
- Arrangements for dealing with children's minor injuries and accidents are not hygienic as they are handled in the food preparation area of the setting. This does not promote good hygiene.
- The safety of children is compromised as practitioners do not always keep a record of those taken care of when numbers attending are high. Also, risk assessments do not always identify aspects of the environment that require remedial attention.
- Teaching is inadequate as practitioners do not securely understand how to help young children learn, or liaise effectively with the school to share learning details and complement activities provided at the club.
- Practitioners are not offered supervision meetings. This does not foster a culture of teamwork, support or a regular programme of continuous professional development to improve practitioners' knowledge, skills or understanding.

It has the following strengths

- Parents confirm they are happy with the service offered by the club. Children enjoy their time at the friendly club, where they relax and play in a homely environment. This enables them to forget the rigors of the school day and be active or rest as they prefer.

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 indoor and outdoor learning environments and had a tour of the premises used.
- The inspector carried out a joint observation, and held a meeting with the manager of the club.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children, the provider's self-evaluation evidence and improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Deborah Hunt

Full report

Information about the setting

Jimmy D's playgroup and out of school club was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Deeping St. James Primary School in Lincolnshire and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play. The out of school club uses a mobile classroom and has the use of a dedicated outdoor play area, the infant hall, toilets, playground and playing field. The playgroup employs eight members of childcare staff. Of these, one holds a qualification at level 5, one has a qualification at level 4 and three hold qualifications at level 3. The out of school club employs eight members of staff; of whom, five hold qualifications at level 3, one holds a qualification at level 2 and one is unqualified. One member of staff is undertaking a higher level qualification. The playgroup operates each week day during school term time, from 9am until 3.15pm. The out of school club operates each week day during school term time, from 7.45am until 9am and from 3.15pm until 6pm. During the school holidays they operate from 9am until 6pm. Children attend for a variety of sessions. There are currently 65 children on roll in the out of school club. The playgroup provides funded early education for three- and four-year-old children. Both the playgroup and out of school club support children with special educational needs and/or disabilities. The out of school club is a member of 4Children.

What the setting needs to do to improve further

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

- ensure that the practitioner with lead responsibility for safeguarding has undertaken a suitable child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect
- ensure that effective supervision improves the daily experience for children and overall quality of the provision through a regular programme of ongoing training to develop practitioners' skills, knowledge and understanding of the learning and development requirements
- ensure that an accurate daily record is kept of the names of the children being cared for to ensure their safety in the event of needing to evacuate the premises in an emergency
- ensure that the procedure for assessing any risks to children's safety is rigorous enough to identify aspects of the environment that need to be regularly checked, when and by whom
- ensure that all external governing legislation is complied with, particularly health and safety legislation, in respect of having suitable, hygienic procedures in place for dealing with accidents and minor injuries by considering the organisation of the premises and equipment
- ensure the safety of children, staff and others in the event of an emergency by implementing an emergency evacuation procedure which ensures all are clear on what to do, and ensure that fire exits are fit for purpose and easily opened at all times
- liaise with parents and the reception teacher to improve the provision of fun-based enjoyable activities which complement children's learning at home and in school.

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

Children at this established club have fun as practitioners know them well and provide a range of activities and resources, which are mostly suited to their varying ages and stages of development. Children are able to select equipment and resources independently from the plentiful well-labelled storage units in the club room. They choose whether to spend

their time inside or out and move between both areas freely. As a result, they are well occupied and enjoy their time at the club. Key persons are appointed for younger children and they track their progress, carrying out observations of what they do. However, they do not share or request sufficient learning information from their parents or teachers within the school. This does not enable them to complement their formal learning by offering fun-based, enjoyable activities linked to what they have been taught and already know. Additionally, some key persons demonstrate a weak understanding of how to support their continuing progress. This is because they do not understand how to interpret the learning and development requirements to assess and evaluate their progress or help them take the next steps in their learning. Consequently, teaching is poor as opportunities to add meaningfully to children's emerging knowledge and understanding are missed.

Practitioners offer children a wide range of toys, equipment and other resources. They provide relaxing, interesting activities that provide them with a different focus and allow them to unwind after their school day. They interact with children as they play, supporting them while chatting amiably with them at the same time. For example, when many children choose to go outside to play, one prefers to remain inside. A practitioner offers quiet, uninterrupted one-to-one time with the child, as together they look at a book working out how to make a 'three-dimensional bug'. They discuss the materials they will use and the order in which to complete the activity. The range of art materials provided offers the child an element of choice. When a younger child joins them, they are encouraged to develop their self-esteem and confidence by fetching additional 'googly eyes' with which to decorate their own bug. During the activity children discuss colour, shape and different materials and read instructions to help them form their bug correctly. This helps to develop their creative and mathematical skills. Children draw and create patterns with brightly coloured chinks outside and play with dinosaurs in the sand. They develop their physical skills as they ride trikes and scooters and bounce on the trampoline. The club offers children attending during holiday periods, trips to local amenities to offer them the same sort of activities they might enjoy at home. These activities provide children with some appropriate skills for school.

The club enjoys friendly relationships with parents of children attending and share conversations with them each day about their children's activities. For example, a father collecting their child joins the practitioner in praise of the child's skilful artwork they have created that evening. Practitioners work with other professionals for children who have special educational needs and/or disabilities to ensure they support their continuing progress. Each day, practitioners speak with teachers in the school about children's day and care needs as they drop off and collect children in Key Stage 1. However, learning information is not shared to enable practitioners to offer children complementary activities at the club to promote consistency in their learning or opportunities to enhance their progress.

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

Children are settled and happy as they form positive relationships with practitioners who are warm and friendly. Young children become attached to their key persons who are humorous and chatty, which helps them feel relaxed and at home. As a result, children

feel secure in their care. Children's transition to school is appropriately managed as some relevant information relating to their care needs is shared with teaching staff. This helps children to feel emotionally secure as they move between the club and the school. Practitioners work with parents and introduce children into the club on a joint visit with them, when they show them round, introduce them to staff and explain what they do here. All required paperwork is completed to ensure practitioners meet children's care and health needs. Parents are welcome to settle their children slowly but most often children begin attending after the initial visit. Nonetheless, new children settle easily. Their well-being is fostered as they know one another from school and are familiar in each other's company. However, risk management within the club is not given sufficient priority as some aspects of the environment requiring attention have not been dealt with. Additionally, the evacuation procedure is not practised sufficiently often to ensure that all children and practitioners know what to do in the event of an emergency. This does not protect children or ensure their safety. Older and younger children mix happily as they play and apply the club rules in their interactions with one another. For example, they know they cannot use the trampoline without a practitioner being present. Children bounce together as they try to avoid the soft balls practitioners have added, giggling and laughing. Practitioners talk to children about good behaviour and are good role models. This helps the children to learn about right and wrong.

Children are offered healthy snacks and during holiday periods packed lunches are supplied by their parents. Practitioners ensure children have plenty of drinks as they are offered squash or milk and fresh drinking water is always available to them from the water dispenser. They talk to them about healthy food options, such as fresh fruit and vegetables. Children have daily opportunities to play outdoors as they run around playing a game of 'It' with a student who encourages them to run and be active. They use large play equipment, play ball games and build with rubber bricks. Games, such as this, help them understand how to develop active lifestyles that support their future development. The club encourages children to follow good hygiene routines as they wash their hands before eating. However, although children are appropriately cared for and comforted if they hurt themselves while playing, hygiene arrangements are given poor consideration. This is because first aid is conducted alongside food preparation in the kitchen area.

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

This inspection was carried out as a result of concerns raised about children's safety with regard to first-aid and evacuation procedures. It was also alleged that practitioners were carrying out first aid in the kitchen area. At the inspection, it was found that evacuation practises were not being conducted with sufficient frequency to ensure all practitioners and children would know what to do in the event of an emergency. It was also found that high numbers of children are cared for several times a week and that register recording was not effectively managed when they were moved to different areas to meet ratios. Furthermore, it was found that first aid was being carried out in the kitchen area, alongside food preparation. These are all breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and compromise children's safety and well-being. The manager demonstrates that she is working towards addressing these

issues. The provider was found to be compliant with the health and safety requirements relating to testing of electrical items and obtaining test certificates, and also indoor space requirements.

At the inspection other breaches were also identified which require attention.

Safeguarding training is not given sufficient priority as the manager has not completed a course suited to her role as the lead practitioner within the club. Other aspects of safeguarding are sound, as all practitioners have received child protection training and know what to do should they have concerns regarding a child in their care. Recruitment is managed satisfactorily by the committee and manager and all necessary checks are in place to ensure that those working with children are suitable to do so. Practitioners are not offered supervision meetings, or regular team meetings, which has resulted in a negative attitude to ongoing professional training and development. This has a detrimental effect on the quality of the service being provided. For example, practitioners show a lack of understanding about how to promote children's learning or offer consistency between themselves, home and school through partnership working. This results in the learning and development requirements of the Early Years Foundation Stage not being met.

Parents are positive about the service offered by the club. The club has been operating for a number of years, and there are children attending now whose older siblings previously attended, or still do. Practitioners liaise appropriately with parents, providing them with some information to keep them adequately informed about what their children have been doing each day. Children are offered interesting activities which occupy and interest them. When necessary, the club works with other agencies to support children and their families, although links with the school are basic and do not meet children's learning needs. Furthermore, the manager does not adequately monitor and track children's progress to identify any emerging issues with regard to their development. Additionally, self-reflective practice is weak and there has not been improvement since the last inspection. This reflects the fact that there is a complacent attitude within the team and self-reflective practice is not used to monitor and evaluate the quality of the provision to effectively prioritise those areas most in need of improvement.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks

(compulsory part of the Childcare Register)

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	253769
Local authority	Lincolnshire
Inspection number	965447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	65
Name of provider	Jimmy D's Committee
Date of previous inspection	09/09/2013
Telephone number	01778 345742

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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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