

J Pac Willow Farm After School and Holiday Club

Willow Farm Primary School, Willow Lane, Gedling, NOTTINGHAM, NG4 4BN

Inspection date	09/10/2014
Previous inspection date	22/03/2012

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		1
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

- Children are motivated, inquisitive and independent learners because staff use highly effective teaching strategies such as particularly good questioning and communication, and plan effectively for children's learning.
- Staff provide an excellent balance of adult-led and child-initiated activities in a stimulating environment, including exceptional outdoor provision for physical development.
- Staff act as positive role models and form warm, caring relationships with the children. Therefore, children settle quickly and behaviour is very good.
- Partnership working with the host school effectively supports children's needs. Parents are kept informed about their children's well-being and progress.
- The manager and staff fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safeguarded and their welfare is protected.

It is not yet outstanding because

- Policies are not always easily accessible. This means that information is not always available in a timely manner, in order to guarantee that staff are able to refer to procedures and implement them efficiently to ensure children's well-being.

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 hall and observed children playing outdoors.
- The inspector held meetings with the manager of the provision.
- The inspector spoke with staff about the daily routines, children's individual learning and self-evaluation.
- The inspector also took into account the views of parents spoken to on the day.
The inspector looked at a selection of policies and procedures, which included
- safeguarding and complaints, children's assessment and planning records, and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Stephanie Douglas

Full report

Information about the setting

J Pac Willow Farm After School and Holiday Club was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed, and operates from Willow Farm Primary School in the village of Gedling, on the outskirts of Nottingham. The club has use of the main school hall, a classroom and an enclosed outdoor play area. The club employs five members of staff, including the manager. Three of the staff hold appropriate early years qualifications at level 3 and one member of staff is a qualified sports coach. The club opens Monday to Friday, from 3.30pm to 6pm, during term time and from 8am to 6pm, during school holidays. Children attend for a variety of sessions. There are currently 100 children on roll, of whom five are within the early years age range.

What the setting needs to do to improve further

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

- review the organisation of record keeping and policies to ensure documentation is available to staff in a timely manner, in order to enable their effective use and implementation.

Inspection judgements

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

Staff create a highly stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through exceptional support and interaction, along with challenging activities and experiences. As a result, all children flourish and make outstanding progress in all areas of development. The welcome routine on arrival is well established. Staff settle children swiftly through engaging them in discussion about their day at school. Staff recognise that children have had a busy day and give them the choice to be physically active, by playing outdoors, or to engage in more relaxing activities indoors, where they can be creative and enjoy a variety of experiences. As a result, children are motivated, occupied and interested in the activities and experiences provided for them. Staff work very closely with parents to gain comprehensive information about their interests, likes, achievements and specific needs, and they successfully use this to shape the direction of each child's learning. This information is provided in an extremely detailed Early Years Passport. Parents confirm that this is used consistently to support not only children's interests but also family lifestyles and needs. This helps to build strong relationships and supports parents to become involved in their children's learning. Staff also use this information when they attend joint meetings alongside the school staff with external agencies such as the educational psychologist or the local authority 'Breaks in Partnership' team. Staff also communicate fully and consistently with the school by discussing any matters to be passed on to parents, such as when children have had

difficulties during a session. Therefore, key persons obtain clear information about each child's care needs and the focus of children's learning. This means that staff establish a clear picture of each child's capabilities to complement the learning children achieve at school. Staff continually demonstrate that they are able to accurately assess children's level of achievement and effectively support each child's ongoing development through purposeful play-based learning experiences. This ensures that all children continue to make consistently good progress in relation to their starting points.

All staff demonstrate highly effective levels of communication with children, across the age ranges. They model language to very high standard. Children are, therefore, encouraged to develop their communication skills and literacy skills. Staff use excellent strategies when enquiring about children's experiences, asking open-ended questions and challenging children's thought processes. For example, when the children make puppets, a staff member skilfully asks open questions to prompt experimentation and children respond with their own ideas. This means that children think critically as they explore the broad range of resources and activities. Similarly, children receive praise and encouragement from the staff, which promotes their confidence and desire to persevere with tasks, and to attempt new ones. Children making puppets are praised by staff for persevering and for completing a set of puppets for use in imaginative play. In discussion, the children explain their involvement in how the sessions are structured and how they can choose and plan activities by suggesting ideas to staff. For example, the making of puppets was part of a wider topic linked to work in school and was being extended at the suggestion of the children. As such, the children have a direct impact on their own learning because the activities they choose follow their own lines of enquiry, making the learning they experience relevant to them. This ensures children enjoy activities which follow their individual interests and that learning consolidates and extends their learning at school. The rich and stimulating outdoor provision is an exceptionally strong feature of the setting. Staff ensure that the outdoor provision offers a wide range of different activities. For example, children improve their skills using large and small balls, under the supervision of a dynamic and qualified sports coach. Children enjoy superb coaching which improves physical, coordination and interpersonal skills to a very sophisticated level. For example, one child is expertly shown a new technique in table tennis, and allowed to practise with well-judged and timely praise and encouragement. The child then takes great delight in showing the coach how much he has improved, by applying the skill in a game situation.

Children are extremely happy in the club atmosphere and look forward to attending. They clearly have fun with the activities that the staff provide and they are eager to play. Staff are excellent role models and, as a result, children are well behaved and show respect for their friends, the staff and their environment. Parents talk enthusiastically about the key-person system and praise the support they receive from staff. The consistent communication between parents and staff, alongside the excellent communication between school teachers and club staff, provides continuity of care and education for children, and ensures that children's care and learning is at the heart of the provision.

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

Children settle very effectively into the club because staff spend considerable time with their parents, discovering children's individual needs. Children access the club almost entirely from the host school. The members of staff are well prepared to welcome the children at the start of the session and collect them together as they come into the school hall for registration. Children ask staff for help with drinks and toys, and staff respond quickly and appropriately. Staff use the information that they know about children's interests to effectively engage them with activities. As a result, they settle quickly into the routines, feel supported by the staff, and establish firm attachments with peers and adults. There is a robust key-person system in place. Children and parents are aware of their child's key person. The system is fully embedded and ensures that children are cared for by adults who know them extremely well and care about them. Staff ensure that individual needs are addressed. This enables children to build warm and trusting relationships with staff. As a result, children's emotional well-being is very well promoted.

Children's behaviour is very good because staff show a consistent approach to behaviour management. The children have worked together to create a set of 'rules' which are displayed on the notice board. They cooperate well during play. For example, they demonstrate skills at negotiating turns fairly when playing games, such as table tennis. Children are given lots of positive praise and recognition for their efforts and achievements, ensuring they are emotionally secure. For instance, children are praised for sharing and for taking turns. constantly and consistently by staff. Additionally, staff support the children very well by using clear instructions and explanations. Children manage their own hygiene and personal needs well and independently wash their hands before eating and after using the toilet, without any prompts from staff. A clean, well-maintained environment and daily risk assessments of the premises and resources help to ensure children's safety in the setting. The staff have a very good understanding of how to keep children safe. For example, staff sometimes bring younger children to the club from the school while older children follow a clear, secure routine and come on their own. This actively promotes their independence and demonstrates their confidence. Staff encourage children to make healthy choices in regard to food. They provide a range of nutritious foods to choose from and fresh drinking water is freely available. Tea times are very sociable occasions and staff fully promote children's independence in this area by involving them in preparing their own snacks. For example, children are shown how to cut safely, using sharp knives, set the table, serve themselves, and pour their own drinks to further enhance their self-care skills.

Children are able to independently choose their own activities from a wide range of stimulating and interesting resources. They have free access between the indoor and outdoor learning environments, which are equally well presented. As a result, all children participate in physical activities which promote a healthy lifestyle. Staff are effectively deployed to ensure that they can support children's learning and that all areas are very well supervised. There are many opportunities for children to investigate and experiment with resources. For example, children are able to move resources throughout the environment and staff use appropriate questions to encourage their thinking skills. As a result, children are inquisitive learners and their individual interests are harnessed. Staff skilfully engage in children's play, introducing new concepts and prompting ideas. Children have access to a variety of games and resources, including the school's technology

equipment. There is a wide range of activities available including craft, painting, board games, books and construction toys. Staff put a lot of effort into the organisation of physical activities, which support children's physical development and helps to promote their health and well-being. A qualified sports coach ensures that physical skills are taught to the highest level. For instance, children express enthusiasm for playing games such as table tennis, football and cricket.

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

Safeguarding is very effective because the management team have a sound understanding of the safeguarding and welfare requirements. Children are safeguarded further because the management team ensures that all staff have a good knowledge and understanding of child protection issues and what to do if they are worried about a child in their care. For example, they make sure that safeguarding training is up to date for all staff. There are clear policies and procedures in place for safeguarding children, including the use of mobile phones and cameras throughout the club. Risk assessments are used to identify risks to children and minimise these. These are regularly monitored and reviewed, to further support children's safety. However, whilst there is a good range of policies, procedures and records, the setting's filing system is not fully robust and therefore policies are not always easily accessible. This means that information is not always available in a timely manner to ensure that staff are able to efficiently implement policies in response to children's needs. Recruitment procedures are robust and include thorough background checks on all staff, to ensure that children are cared for by suitable adults. The security of the school premises prevents intruders entering the premises. Visitors are asked to provide full identification and a record of visitors is kept, with times of arrival and departure recorded. Fire evacuation checks are managed jointly between the school and setting. This ensures that any hazards are swiftly identified and dealt with immediately. Consequently, all children are safe and protected while attending the club.

The manager is extremely passionate about her role and is focused on ensuring children enjoy the experiences they receive at the club. She is a positive role model and competently leads a dedicated, close-knit staff team, as she works alongside them. This enables her to assess their performance and monitor the effectiveness and the quality of teaching throughout the club. In addition, the manager carries out regular supervisions and appraisal interviews. As a result, she is able to identify the strengths within the staff team, share good practice and identify any training needs. The manager adopts a formalised programme for continuous improvement and performance management of staff. The manager and the provider use self-evaluation to identify the whole setting's strengths and areas for improvement and this ensures a rolling programme of professional development is available. They effectively take on board comments made by parents and staff and feed this into their evaluation to make sure any changes benefit all parties.

The management and staff team understand the importance of working effectively in partnership with parents, to meet the individual needs of children. Staff have very good links with the local school and they complete transition meetings to discuss children's progress. Staff develop close relationships with parents and get to know them well.

Parents have an opportunity to talk with their children's key person daily and share information about their child's day. Feedback from parents on the day of the inspection was very positive. Parents are well informed about how the provision operates, and are frequently updated on their child's progress, achievements and daily experiences. Partnerships with other professionals are equally effective. Practitioners are proactive in seeking expert help and support from other professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively and relevant support services being involved.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	258607
Local authority	Nottinghamshire
Inspection number	871622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	100
Name of provider	JPAC Limited
Date of previous inspection	22/03/2012
Telephone number	01302 711443

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

