

JasZ Club

Jolesfield CE Primary, Littleworth Lane, Partridge Green, Horsham, West Sussex, RH13 8JJ

Inspection date	06/11/2014
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	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

- Children can be independent and active in their play as they choose what to do, and enjoy their leisure time as a result.
- Staff are skilled at facilitating children's play and are alongside them at all times, joining in, chatting and listening to what children have to say.
- Children benefit from a good range of resources and play equipment, including the playground facilities, which gives them a wide variety of interest.
- The manager and staff work very effectively with parents and other professionals to give a good standard of consistent care to children.

It is not yet outstanding because

- Staff do not fully support children's critical and creative thinking to promote their skills in finding solutions.

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 children at play indoors and outside.
- The inspector gathered the views of parents and children.
- The inspector examined a range of documentation and discussed leadership with the manager.

Inspector

Susan McCourt

Full report

Information about the setting

JasZ Club opened in 2007 and operates from the Jolesfield C of E primary school in Partridge Green, West Sussex. It is registered on the Early Years Register and both parts of the Childcare Register. The out of school club is open each weekday from 3.15pm to 6pm term-time only. There is also a breakfast club open from 7.30am to 8.50am each weekday, term-time only. All children share access to an outdoor play area. There are currently 70 children aged from four to eleven years on roll, six of whom are in the Early Years Foundation Stage age group. Children attend from the primary school. The out of school club supports a number of children with special educational needs and/or disabilities. The out of school club employs six staff. Of these, five staff, including the manager, hold appropriate early years qualifications, and one is working towards a qualification.

What the setting needs to do to improve further

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

- enhance children's critical and creative thinking skills by encouraging them to solve problems and seek solutions.

Inspection judgements

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

Staff have a good understanding of how to meet children's needs. They follow the principles of playwork and are skilled at facilitating children's leisure time. Staff provide a wide and varied range of interesting play activities. This helps children to relax, be creative, catch up with homework or enjoy energetic play. In this way, staff promote children's play skills.

Staff collect children from their classes in the school, and children settle immediately to purposeful play. Staff choose some activities based on children's interests, and have these ready when children arrive. Children also choose their own play equipment from their dedicated storage area. This means all children are quickly engaged in activities. Children enjoy talking to staff; they describe what happened at school or what they have been doing at home. Children show great pride in describing awards from their teacher, and know that staff are enthusiastic about hearing their news. Staff have good play and teaching skills, and make thoughtful decisions about when to show children a particular skill and when to facilitate the child's ideas. For example, staff set out a range of materials and shapes which could be assembled into a rocket bookmark. Staff demonstrated how to create one and then children made their own versions, adapting it according to their own ideas. Similarly, in outdoor play, children create their own challenges, such as gathering all

the fallen leaves into a pile. Staff are alongside children as they play and chat with them about what they are doing. Staff extend children's ideas such as asking them about why the leaves are different colours, and suggesting art activities that they could use them for. However, as children encounter problems, such as how to get things to stick, or how to get leaves together, staff sometimes offer solutions too readily. They do not consistently encourage children to solve problems for themselves. This does not fully promote children's critical and creative thinking skills. Staff provide a good range of more challenging play ideas, such as having a fire pit. This means that children are well motivated and keen to join in.

Staff keep parents well-informed about what they offer to children. As parents arrive, they see white boards which show what activities have been used that day and the staff who have been in charge. They also show who the first aiders are, and what children have eaten. Staff update these boards through the session and give personal verbal feedback to each parent.

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

Staff are very effective key persons for children. The majority of staff work in the school that children attend, and so get to know individual children very well. For new children, staff meet with parents to gather information about the child's needs and abilities, and staff make an informal assessment of children's skills. This helps them to provide activities which will immediately interest and engage children, which helps them to settle in. Staff know how to comfort and reassure individual children, and are very attentive to their personal needs. Staff create a good play environment for children. Equipment is of good quality, and there is plenty for children to share and choose from. For example, there are four computer-style games and lots of construction bricks. Children can be very independent and choose what they like to do, which helps them to make decisions and take responsibility.

Children have good opportunities to learn about healthy lifestyles. Staff provide healthy choices at breakfast and snack times and children can help themselves as soon as they arrive. Children eat fruit and pitta bread with cheese, and have easy access to drinks. Children help prepare fruit and use tools such as corer-slicers. They get their own plates and cups and tidy up after themselves. Children remind each other to wash their hands before eating and understand how to manage their personal hygiene. Staff promote children's safety well, and ask children to think about the consequences of their actions. Activities, such as using the swimming pool, are well planned and risk assessed, to keep children safe.

Children are well-behaved. They help to write the club rules, and keep them on a poster so that everyone can see what is expected of them. They cooperate in play and understand how to take turns and work together. Children enjoy setting new challenges for themselves, such as learning how to do a roly-poly on adventure playground equipment. They take responsibility for their personal belongings and have mature social

skills. Overall, children acquire strong skills to help them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. She reviews all policies and procedures on an annual basis to ensure they stay up to date. The safeguarding procedures give detailed information for staff to follow should they have concerns about the welfare of a child. All staff are checked as to their suitability to work with children and they understand their responsibilities with regard to child protection. The majority of staff have a qualification in paediatric first aid, and the manager plans the staff rota to ensure that such staff are on duty each day. All other documentation, such as the register, accident and incident records, is professionally maintained and well organised. This underpins children's well-being.

The manager frequently works alongside staff in all aspects of the work and so has a good understanding of everyone's skills and abilities. She works with staff to evaluate what is happening day to day, addressing any issues as they arise. This contributes to the smooth running of the club. The manager meets with staff to carry out annual appraisals to discuss ongoing professional development. As a result, staff attend training and share skills and ideas for new things for children to do. For example, they attended a course on balancing risk and learning, and provide a wider variety of activities as a result, such as the fire pit. The manager also consults with parents and children about their ideas. For example, the manager provides flexible arrangements for parents, such as booking extra sessions. This demonstrates that the manager is able to improve the club continuously, for the benefit of families.

Parents comment on how much the children enjoy attending and they praise the quality of care on offer. Parents appreciate the fact that staff know the children really well and are well-informed about how the club runs. Parents have easy access to policies and procedures and further information is available on the noticeboards. Staff work very closely with the on-site school to share relevant information. Staff who work in both the school and the club are clear about their role and responsibilities in each setting. They work with the teachers and other professionals to make sure they are providing consistent care for children.

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	EY360414
Local authority	West Sussex
Inspection number	845744
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	70
Name of provider	Helen Louise Sheath
Date of previous inspection	19/01/2010
Telephone number	01403 710546

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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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