

Jitterbugs After School Club

Crowthorne C of E Primary School, Dukes Ride, CROWTHORNE, Berkshire, RG45 6ND

Inspection date	19/11/2014
Previous inspection date	09/05/2014

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		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

- The after-school club has made effective improvement since their last inspection, which has enhanced the provision of care for the children attending.
- Staff have established a positive partnership with parents and staff at the school, to promote the consistency of care and learning for the children.
- Staff deploy themselves well to promote the safety of children, particularly when they play outdoors. They are good role models, who provide consistent messages to children about how to keep themselves safe.
- Children enjoy their time at the after-school club. They make friends and are sociable in their play. They behave very well.

It is not yet outstanding because

- Although children enjoy a broad variety of activities and resources indoors, there are limited additional activities outdoors to further promote children's play and learning.

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 staff as they collected children from the school.
 - The inspector observed children playing indoors and outdoors.
 - The inspector spoke with staff, children and parents.
- The inspector met with the provider and the new manager to discuss how the after-school staff evaluate its provision of care, and how they work with the school. The inspector read the self-evaluation record and took this into account.
- The inspector sampled the after-school club's documentation and children's records.

Inspector

Aileen Finan

Full report

Information about the setting

Jitterbugs After School Club re-registered in 2008. It operates from Crowthorne Church of England Primary School in Crowthorne, Berkshire. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club uses the school canteen/dining room, which has access to the outdoor areas of the school grounds for play. The club is open every weekday during the school term from 3.15pm until 6pm. There are currently 53 children on roll up to 11 years of age. Of these 27 children are under eight years old, and five children are in the early years age range. The club employs six staff; including the provider and the manager. There are four staff with a level 3 qualification.

What the setting needs to do to improve further

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

- extend the range of outdoor learning opportunities for children.

Inspection judgements

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

Staff at the after-school club have made good improvement since their last inspection, and have established effective systems to support and complement children's learning at school. After gaining consent from parents, staff meet with reception class teachers. They discuss and compile information about children's individual needs. As a result, staff acquire important information about how to support children's development. This includes a teacher questionnaire to assess children's interests and what children are able to do, as well as, what they excel in. As part of the partnership role, staff assess what aspects of a child's development they can enhance. Staff also take time to sit with children to gain their perspective of what interests them. Consequently, staff are able to plan for children's interests and abilities, and have a good understanding of their progress on entry to their setting.

Staff encourage children to make choices about their play. For example, at the inspection children enjoyed time spent outdoors. They confidently climbed on apparatus, and happily played 'chase' games with their friends. They used chunky chinks to make pictures together, exploring their designs and matching these up to make a colourful trail around the playground floor, over steps and down again. However, other activities and resources outdoors were more limited and indoor activities were not also available for the children to take out. Nevertheless, indoors, children busied themselves with different activities. Children enjoyed art and craft, drawing and colouring. Staff encouraged the children to take part in making Christmas decorations for a display, praising their efforts or helping

them to use tools, such as scissors. Children attempted to write their names on their drawings, and staff praised these efforts appropriately. Consequently, children take part in different activities indoors that supplement their learning at school. This gives them opportunities to socialise with other children, enhance their learning and communications skills, as well as supporting their physical development.

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

The after-school club staff work effectively to help children to acquire the skills to develop and learn. Staff are motivated in their roles and have caring relationships with the children. They enjoy listening to the children talking about their school day, and demonstrate a good awareness of children's individual needs and interests.

Children take part in a range of different activities indoors and have daily opportunities to play outdoors. This is beneficial to them after the school day and also ensures that they receive plenty of fresh air and exercise. Staff reinforce the rules of the club, that enhance children's safety. For example, prior to going outdoors staff explain the areas of the playground that children can use. Children cooperate with this well. They understand the importance of telling staff when they go back inside. Staff help children to be independent and make decisions. For example, staff remind children to put on coats prior to going outside, or if not, to wear a jumper. Children follow the rules, and when returning back indoors hang up their outdoor clothing with minimal distraction. Children also show a good awareness of the importance of their own health and hygiene. They line up patiently to wash their hands prior to eating their snack.

Staff have high expectations of the children. As a result, children are very well behaved and well-mannered. Meal times are sociable and children help to tidy up and clear away after they have eaten. Staff understand children's dietary needs or any allergies as advised by parents, and adhere to these.

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

Staff from the after-school club have made good progress since their last inspection in order to address the weaknesses previously identified in their provision. The newly appointed manager and support from the local authority has enabled the staff to reflect on their practice, and to drive forward improvement. As a result of this evaluation, staff have concentrated on the things they needed to improve on, and staff moral is high. They have met all actions set at the last inspection. Staff promote the needs of children well and have a strong focus now on safeguarding children. They deploy themselves effectively both in and outdoors. This means that children are supervised well.

Improvements have been implemented to ensure there are robust systems in place for recruitment, induction, supervision of staff and addressing training needs. As a result, the after-school club can assure themselves that those working with children are suitable to

do so. There are effective procedures for recording children's attendance, any accidents or incidents, as well as, any medication that staff administer.

Staff demonstrate a good understanding of the safeguarding and welfare requirements for the requirements of the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction, and many have completed additional training. Staff are, therefore, confident in child protection matters, and are aware of the procedures to take should they have any concerns about a child in their care. Furthermore, most staff hold a recognised paediatric first-aid training certificate. They are, therefore, able to deal with any minor accidents that may occur. There are always staff available with this knowledge and understanding in times of medical emergency. This good practice promotes the well-being of children very well.

The after-school provision offers a welcoming and inclusive environment. Older children are mindful of the needs of the younger ones, and are caring role models to them. The younger children therefore respect those who play alongside them. Staff have a good knowledge of the learning and development requirements, and all early years age range children are assigned a key person. These staff work in partnership with the reception class teacher. They have established effective arrangements with the school, and are, therefore, aware of the individual needs of the children attending. As a result, staff at the after-school club are able to complement children's development and can, when asked, provide additional support to aid children with topics or any minor gaps in their learning.

The after-school staff implement and adhere to their robust policies and procedures. Some of these are displayed on the parent notice board. Parents are made aware of the other procedures that promote their children's health and well-being. Risk assessments for the environment are thorough. They are reviewed regularly and staff complete daily checks both indoors and outside so that children can play safely. Partnerships with parents are well established too. Parents are positive about the care their children receive. They state that their children settle well, and are happy to 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. 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	EY383562
Local authority	Bracknell Forest
Inspection number	981722
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	27
Name of provider	Kay Hazelton
Date of previous inspection	09/05/2014
Telephone number	07589190257

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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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