

CJ'S PLAYCARE (DANE ROYD)

DANE ROYD J & I SCHOOL, STONEY LANE, HALL GREEN, WAKEFIELD, WEST YORKSHIRE, WF4 3LZ

Inspection date

24/11/2014

Previous inspection date

28/03/2012

The quality and standards of the early years provision

This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate that they are confident in their ability to take appropriate action to ensure children are safeguarded from abuse or neglect. They are clear about supervising children and effective risk assessments are carried out. As a result, children are safeguarded.
- Children are welcomed into a warm, friendly environment, which helps them to settle and develop strong bonds with other children.
- Staff have clear expectations for good behaviour, which are consistently shared with children. As a result, children know how to behave and follow the rules of the setting. This contributes to the calm and welcoming environment.

It is not yet good because

- Staff are not fully supported in maintaining good quality practice. They do not have access to professional supervision sessions to develop and improve their skills, for the benefit of the children who attend.
- Children are not assigned a key person. This means that children and parents do not have a designated member of staff to co-ordinate the care and learning. Consequently, there are times when children's needs are not fully met.
- Staff are not always perceptive in observing and interacting with children during child-initiated activities. As a result, children's experiences are not of a consistently high quality, as staff do not extend children's learning during spontaneous play times.

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 learning environment, carried out a joint observation with the manager and held discussions with children.
- The inspector checked evidence of suitability and qualifications of adults working with children.
- The inspector held discussions with the registered person, the manager and staff.
- The inspector took account of the information in the settings own parent questionnaires.

Inspector

June Rice

Full report

Information about the setting

CJ's Playcare (Dane Royd) opened in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Dane Royd School, near Wakefield and is privately owned. The provision opens Monday to Friday, from 8am to 9am and 3.20pm to 6pm during term time only. Children attend for a variety of sessions. Children are cared for in the old hall and have access to an enclosed outdoor play area. There are currently 106 children on roll, of whom 12 are in the early years age range. There are currently four staff working directly with the children, three of whom have an appropriate early years qualification.

What the setting needs to do to improve further

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

- ensure all staff experience professional supervision that provides support, coaching and training to develop their skills and promote the interests of children
- assign a key person to each child to ensure that their care is tailored to meet their individual needs and inform parents and/or carers of the name of their key person, and explain their role, when a child starts attending.

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

- shape and improve children's learning experiences by increasing staff interaction to support and enhance children's spontaneous play.

Inspection judgements

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

Children are welcomed into a warm and relaxed environment by staff who are friendly and approachable. Staff provide a variety of resources and equipment that are age and stage appropriate. Children arrive and quickly choose what they wish to do from the resources that are already set out. They settle down and begin to concentrate on their chosen activity. They self-select books from a shelf and help themselves to additional resources from a walk-in storage cupboard. This promotes their independence and means children are generally engaged in activities that interest them.

Children play well together. Younger children confidently play alongside some of the older ones, making up games with a castle set. Their imagination takes them into another world, where red and blue knights put a naughty queen into jail and a jester makes the

good queen bald. A member of staff joins the children for a short while, showing an interest in what they are doing and encouraging them to talk about what is happening. Children explain how the queen got out because one of the knights dropped the key, showing their ability to think through and explain their ideas. This helps to build children's confidence as they learn to listen to and converse with adults. This helps them to make further progress in their ongoing learning, including when they are back in school. Young children in particular enjoy the social aspect of the club, which helps them to develop strong bonds with other children. As a result, they develop their personal, social and emotional skills. Staff generally communicate with children as they move around the room, supervising them appropriately. However, staff are not always perceptive in observing that younger children are in need of interaction and support. As a result, children's experiences are not of a consistently high quality.

Parents are encouraged to share information about children's individual needs and any new progress they have made. They receive verbal feedback from a member of staff about their children's general well-being when they collect them. However, children have not been assigned a key person, which means that when a key member of staff is absent there is less focus on the individual needs of children. This is because information provided by teachers about children's individual learning needs is not shared with other members of staff.

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

Children are provided with a small snack after school, such as toast, and they are able to help themselves to a drink when they are thirsty. Some children bring their own snacks and staff comment positively on the healthy options that children eat. This promotes a positive attitude towards healthy eating. Staff ask parents about specific dietary needs and allergies to ensure that children's health and well-being is protected. Staff promote good hygiene practice. They ask children if they have washed their hands after using the toilet and before eating. As a result, children learn to take responsibility for keeping themselves healthy. Children are provided opportunities to use the outdoor play area to support their physical well-being and enjoy the more relaxed approach to choosing activities after their day at school.

Children are learning how to stay safe. They do not run indoors and they wait to be escorted by staff from the school classroom to the club. Children are clear that they do not leave the club without their parents. Consequently, they are learning to manage their own safety. Staff have clear expectations for good behaviour. As a result, children are well behaved, share and take turns during group activities.

The registration process provides opportunities for parents and children to visit before they start at the club. During this process staff encourage parents to share information about their children's individual care needs. Children show through their body language that they are happy and feel safe. Some staff work in the school where the club is based and, therefore, they are familiar faces to the children. As a result, children make the transition between school and the club with ease and settle quickly. However, the lack of

an effective key-person system means that children and parents do not have a specific member of staff who co-ordinates the care and learning for each individual child. Consequently, children are not always supported by a member of staff who knows them well.

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

Leaders and managers have a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage. There is a written child protection policy and all staff are aware of possible signs and symptoms of abuse or neglect and understand the procedures they need to implement in order to protect children. Visual risk assessments are carried out to ensure the environment, resources and equipment are safe. Entry to the setting is secure and children are well supervised. As a result, children are kept safe. The procedures for recruitment and induction are sound and ensure that adults working with children are suitable to do so.

Staff are provided with opportunities to attend appropriate training, such as first aid and safeguarding. They also receive support as they work towards a qualification in childcare. However, the club has had recent changes in the management structure, which has impacted on the systems for monitoring staff practice. Staff supervision sessions have not been implemented effectively and, as a result, staff are not fully supported in meeting the requirements of their roles. For example, they are not focussed on responding in a timely manner to the individual needs of children as they consider their role to involve more general supervision. This is exacerbated by the fact that the management have failed to implement a key-person system. As a result, staff are not assigned to specific children to ensure their individual needs are met.

The provider is committed to improving his provision and has recently worked with the school and sought the views of parents on the quality of the provision he provides. He acknowledges that recent changes have led to some weaknesses in the management of the setting and is keen to rectify these issues. Feedback from parents indicates that they are happy with the care their children receive. Staff understand their responsibility to work closely with parents, external agencies and other providers in order to support children and their families.

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	322094
Local authority	Wakefield
Inspection number	868754
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	106
Name of provider	James Christopher Jones
Date of previous inspection	28/03/2012
Telephone number	07802 855201

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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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