

# Jakeeto Out of School Club

St Mathews Meeting Room, St Mathews Church, Wood Lane, Leeds, West Yorkshire, LS7 3QF

<b>Inspection date</b>	08/01/2015
Previous inspection date	07/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are safe in the club's care, as all staff take effective action to ensure the safety of the premises. Also, all staff have a good understanding of safeguarding procedures.
- Children settle quickly because of the positive relationships that the staff have with them.
- Children of all ages play well together. As a result, they develop positive social skills and good behaviour.

### It is not yet good because

- The programme to support staff performance is not implemented effectively. As a result, children experience inconsistencies in staff practice, which affects their overall progress.
- Information gathered from other settings, such as school, is not sufficiently effective. This means that children's individual needs are not always met.
- The quality of teaching is varied. This is because some staff do not always take into account children's stages of development during adult-led activities. In particular, opportunities for children to engage in creative activities are basic.
- The manager has still to embed the process of self-evaluation to help develop plans to make improvements.

## 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 had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed them at play.
- The inspector looked at a sample of children's records, the planning documentation, risk assessments and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

Jakeeto Out of School Club was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the vestry in St Matthew's Church in the Chapel Allerton area of Leeds and is managed by a voluntary committee. The club serves the local area and is accessible to all children. The club employs four members of childcare staff. Of whom, two hold appropriate early years qualifications at level 3 and two hold playwork qualifications at level 2. The club opens from Monday to Friday, term time only. Sessions are from 8am until 8.45am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 83 children on roll, of whom three are in the early years age group.

### What the setting needs to do to improve further

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

- ensure there is an effective programme of performance management in place to help staff to continually improve their practice and raise the quality of teaching
- improve the two-way flow of information with other early years providers where children attend to ensure they receive individual support for their care, learning and development
- raise the quality of teaching and learning opportunities for children during adult-led activities, for example, by ensuring that activities are developmentally appropriate and provide all of them with sufficient interest and challenge.

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

- develop the use of a self-evaluation process to help identify areas for improvement.

### Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Staff make regular observations of children and use their interests to plan relevant activities and experiences. Children generally enjoy their time at the club, they settle quickly into the routine and sit and chat to friends and staff about their school day. However, on occasions, activities are mundane and lack a good level of challenge for children. For example, when working creatively, all children are given the same resources to use and they are given pre-cut

shapes to work with. In addition, children are not challenged to think about and follow their own ideas. Also, the use of additional equipment is restricted. For example, staff do not allow children to use scissors to cut collage materials, but complete the task for them. Consequently, staff are making decisions and influencing children's creativity, resulting in the quality of teaching being variable throughout the club. Staff observe the progress children make and record this into their learning journals for parents to view, so that they are involved in their child's learning. However, links with teachers in school, to complement the children's learning is weak, as a result staff are not always aware of their overall progress.

Staff interact generally well with children, asking them questions to encourage their thinking. Children's ideas and interests are recorded in planning documents. Some children like to relax after their school day and take part in quiet activities. For example, they play with construction toys or spend time using the small world resources. Staff engage younger children in conversations to build their confidence and help to support their communication skills. As a result, children are confident to share their views and comments with staff and each other. Children take part in activities to help gain an insight into the wider world, for example, they learn about different festivals and celebrations throughout the year and events in their community.

Parents are welcomed into the club and encouraged to share information about their children. They are kept informed about activities at the club through daily verbal feedback.

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

Staff make suitable arrangements to collect children from the local school. They maintain required ratios, in order to provide appropriate levels of supervision. The key person system for children in the early years age group is established, which helps young children to feel safe and secure, particularly when they first join the club. This ensures that smooth transitions are appropriately supported. Children are happy when they arrive, they have positive relationships with staff and enjoy their time in the out of school club. Staff are considerate and provide good role models, which helps the children to feel confident and promotes their emotional well-being.

Children have free access to a wide selection of activities, including books, board games and construction toys. There is space for the children to relax and rest, if required. This enables children to be quiet or active according to their needs, after their day at school, therefore, supporting their physical well-being. However, the resources available are not always used well to provide children with consistent learning experiences linked to their next steps in development. As a result, activities are mundane and do not offer complementary learning from school. Children are becoming aware and responsible for their own safety. They are aware of road safety and they happily tidy away activities to ensure safe floor space. Timely, gentle reminders from staff, such as reminding children not to balance on chairs and not to run inside, further support their understanding of keeping themselves safe. Children demonstrate a sound understanding of the boundaries and expectations of behaviour. They help to devise the club rules, so they develop a sense of responsibility. To encourage positive behaviour, staff talk to the children and remind

them about what they should and should not do.

Children's individual health and dietary needs are suitably understood by staff and generally met well. For example, children manage their personal care independently as they wash their hands before mealtimes. Information is obtained from parents about children's special dietary needs. Also, staff work closely with parents and children to acknowledge their preferences and any food allergies. As a result, mealtimes are sociable occasions where children serve themselves from a choice of healthy foods, such as a cooked meal or sandwiches. Although, display space is limited due to the shared use of the premises, staff have put up some photographs and a display relating to the Early Years Foundation Stage and the key-person system. This shows activities, which the out of school children have been involved in, are informative for parents and promotes their self-esteem.

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

Staff demonstrate an appropriate understanding of the welfare requirements and safeguarding procedures. They are knowledgeable about what to do in the event of a concern about a child or if an allegation is made against a member of staff. For example, they attend appropriate training and know about their role and responsibilities in keeping children safe. Disclosure and Barring Service checks have been completed on all staff. The staff check visitor identification and they are vigilant in recording their times of arrival and departure. In addition, all required policies and procedures are in place to help with the safe and smooth management of the club. Risk assessments are effective as hazards are minimised or removed. For example, staff are deployed appropriately to ensure that children are safe as they collect them from the local school. Consequently, children are suitably safeguarded.

The programme for performance management is not implemented robustly. Although, the manager schedules annual appraisals and staff are provided with opportunities to access training to support their personal development; the procedures to evaluate the quality of their teaching practice are not consistently implemented. This means that children do not consistently experience relevant and motivating activities as some staff are unsure of how to best support children's learning. Overall, staff mainly have relevant knowledge and understanding of their responsibility in meeting the learning and development requirements for children. They undertake observations to help identify gaps in children's development, which helps them to complement the learning that takes place in school. Self-evaluation systems are not yet fully embedded into practice. The club has yet to identify their strengths and areas for improvement using the self-evaluation process. This means that action to tackle areas of identified weakness and foster a culture of continuous improvement is not in place. Since the last inspection, suitable progress has been made to meet the actions and recommendations. For example, the manager has put in place a procedure to be followed in the event of a child going missing and opportunities for children to develop their independence skills have improved.

The partnerships with parents works generally well as they are provided with information about the club's policies and procedures. Useful information is displayed on noticeboards, including regular newsletters. Parents speak positively about the club and say their children are happy and enjoy attending. They also talk about the support from staff being flexible to their needs and how they guide children's understanding of appropriate behaviour. Staff recognise the importance of working in partnership with other professionals to complement children's learning. However, such relationships are yet to be fully developed with the school to ensure children's individual support and care needs are consistently met and that the club complements school learning.

### **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

<b>Unique reference number</b>	512431
<b>Local authority</b>	Leeds
<b>Inspection number</b>	872368
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Jakeeto Out of School Club Committee
<b>Date of previous inspection</b>	07/07/2011
<b>Telephone number</b>	0113 293 0507 or 07949 994 569

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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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