

JB's Before and After School Club and JB Tots



The John Bamford Primary School, Crabtree Way, Etching Hill, Rugeley,
Staffordshire, WS15 2PA

Inspection date	3 June 2015
Previous inspection date	10 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good and children are well prepared for school. Staff provide interesting play experiences based on children's interests, to help challenge their learning.
- Staff value all children including those with special educational needs and/or disabilities. They are fully included and staff are sensitive to their individual care, education and emotional needs. Therefore, all children make good progress from their starting points.
- Staff work closely with parents and carers to identify children's interests and learning needs. Consequently, there is a good two-way flow of information about the children's achievements and any concerns are acted upon swiftly.
- All the required records, policies and procedures are in place to safeguard children, for example, children are supervised well to secure their safety.
- The manager and staff team are clearly committed to continually improving the quality of teaching and care provided. They have an accurate overview of the quality of service provided and know what actions to take to further enhance practice.

It is not yet outstanding because:

- The manager does not use the information gained from comparing the progress of children in all areas of learning to plan more precisely for future learning.
- Staff do not always make the most of the activities that the children enjoy most to increase their interest in mathematics.

What the setting needs to do to improve further

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

- use the information gained from comparing the progress made by children in all areas of learning, to identify where teaching can be improved so children make even better progress
- extend the children's interest in mathematics by more successfully using the activities that the children enjoy most to offer these experiences.

Inspection activities

- The inspector observed activities in the playrooms and outdoors.
- The inspector held a meeting with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers.

Inspector

Parm Sansoyer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The skilled staff have a secure knowledge of how to provide motivating learning experiences to extend children's learning. The room is inviting and the resources provided indoors and outdoors are thoroughly enjoyed by the children. Children are inquisitive and keen to explore and try new experiences. Staff place a clear focus on supporting the children's communication and language at every opportunity. For example, staff focus on introducing new vocabulary, concepts and ideas during all their interactions. Children enjoy these discussions, are motivated to learn and encouraged well to be confident speakers during whole group situations. For example, children show high levels of motivation during adult-led activities and are keen to express their ideas and opinions. Children show a keen interest in linking letters and sounds during their daily phonics session, which is made fun and lively. Staff provide a range of opportunities for children to increase their mathematical development. However, some children do not always show a keen interest in these experiences. They prefer playing with the sand, water and in the role-play area. However, staff have not given enough thought to using these activities to provide mathematical opportunities to extend learning further.

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

Children are very well settled and confident in their environment and easily move between the indoor and outdoor areas. Staff know their assigned key children and develop positive relationships with their parents and carers. This results in staff knowing about the children's family circumstances and meeting their care, health and emotional needs very well. Staff offer a flexible routine, which is adapted according to the needs of individual children and adopt a nurturing approach. This results in children who are happy, confident and independent. Staff manage any disputes between the children or difficult behaviour, in a calm and sensitive manner. For example, they give children time to think about their actions, its impact on others and how they can correct it. Staff teach children about leading a healthy lifestyle, keeping safe and they enjoy a challenging range of physical activity daily. There are good systems in place to secure the children's well-being and safety. For example, requirements relating to first aid, medication and accidents are met.

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

The new manager has been in post eight months and is well qualified. She has a good understanding of how to implement the requirements of the Early Years Foundation Stage. All staff are well qualified and receive regular training and updates, which results in good quality teaching. The manager undertakes staff supervision and makes observations of teaching to drive the quality of care and education forward. However, she does not always make best use of what she knows about the progress children make in all areas of learning. This means she does not always clearly identify where the focus of teaching should be to help children to make rapid progress.

Setting details

Unique reference number	EY234677
Local authority	Staffordshire
Inspection number	848268
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	32
Number of children on roll	29
Name of provider	JBPS Before and After School Provision Association Committee
Date of previous inspection	10 February 2009
Telephone number	0781 741 8498

JB's Before and After School Club and JB Tots opened in 2002 and operates from The John Bamford Primary School in Rugeley, Staffordshire. The club is open each weekday from 7.45am to 8.45am and from 3.15pm to 6pm during school term times. The nursery operates each weekday from 12 noon to 3.15pm during school term times. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are eight members of staff employed. Of these, one holds an appropriate qualification at level 5, one holds a qualification at level 4, four hold a qualification at level 3 and two are unqualified.

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