

Inspection date

2 November 2015

Previous inspection date

11 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The manager understands her responsibilities to meet the requirements of the Early Years Foundation Stage. Since the last inspection, the manager has worked hard to improve the arrangements for safeguarding. Staff help to keep children safe and secure in the club, and children's welfare is now well promoted.
- Parents are very complimentary about the club and its staff. They feel that staff regularly share relevant information with them and believe their children are cared for extremely well.
- Younger children form secure relationships with key staff members and are collected from their classrooms by these known adults. They greet staff confidently and fully understand the routine to follow. Children talk excitedly with staff about their day's activities at school and what they wish to take part in at the club.
- Support for disabled children or those who have special educational needs is good. The club's special educational needs coordinator is in place. She ensures that these groups of children receive the help and support they need to participate fully.
- Recruitment procedures are robust and help to ensure the suitability of all staff. Deployment of staff is good and this enables staff to provide children with vigilant supervision at all times.

It is not yet outstanding because:

- Staff do not always encourage children to be as independent as possible.
- Information about children's care and progress is not always shared effectively between staff and the school.

What the setting needs to do to improve further

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

- encourage children to develop high levels of independence and self-help skills
- develop more effective ways to share information with the school about children's preferences, experiences and individual needs.

Inspection activities

- The inspector carried out observation of the children in both the indoor and outdoor environments.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector completed a joint observation with the manager.
- The inspector looked at self-evaluation, evidence of suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke to a small selection of parents including those of early years children during the inspection and took account of their views.

Inspector

Joanne Barnett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have attended safeguarding awareness training and are knowledgeable about the possible signs and symptoms of child abuse. They know how to act swiftly and appropriately should they have any concerns regarding a child's welfare. They conduct daily risk assessments of the environment and teach children about the importance of minimising hazards themselves. This helps to keep children safe and protects them from harm. Most staff are well qualified. Their performance is monitored and managers ensure that they have opportunities to access training that boosts their knowledge and updates their skills. This has a positive impact on the quality of care and learning experiences offered. Self-evaluation is accurate and includes some targets for improvement. Partnerships with parents and others are good. However, information is not consistently shared between the setting and schools. Consequently, some opportunities are not exploited to strengthen partnership working even further to enhance children's well-being and overall development.

Quality of teaching, learning and assessment is good

Children are provided with a range of activities and experiences in both the inside and outdoor environments. Overall, staff use their knowledge and experience well to promote and encourage children's engagement. Staff interact effectively with the children. They help to extend children's language and thinking skills by asking questions that encourage them to build on their understanding of the world. Children have opportunities to enhance their creative skills as they explore a range of artistic resources. Staff spend time supporting children to take turns when playing games in small groups. Children learn to share and listen to adults and each other. Children continue to develop the skills they need for their future learning because the activities and experiences provided generally complement what they learn at school.

Personal development, behaviour and welfare are good

Children are very well cared for at the club. Their emotional well-being is effectively promoted. Staff establish strong relationships with children and their families from the outset. Parents are asked for detailed information about their children's care needs. This helps children to settle quickly into the club. Children behave incredibly well. Staff positively promote the same behaviour expectations of the children as their teachers do at school. Simple rules are in place and rewards are offered to children when they demonstrate that they can listen to staff and follow the rules particularly well. Children's physical well-being is promoted. Staff help children to gain an understanding of the importance of being healthy. However, staff do not always encourage children to be independent during the everyday routines. Staff provide good opportunities for children to play outdoors. Children benefit from plenty of physical challenges, such as playing football and using the climbing equipment that requires coordination, balance and control.

Setting details

Unique reference number	EY436890
Local authority	Thurrock
Inspection number	1015311
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	47
Name of provider	Jules Et Lis
Date of previous inspection	11 May 2015
Telephone number	07946642915

Jules Et Lis was registered in 2011. This out-of-school club operates from the St Thomas Roman Catholic Primary School in Grays, Essex. The club employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3. The club opens Monday to Friday, during term time only. Sessions are from 7.30am until 9am and 3.15pm until 6.15pm. The club supports disabled children and those with special educational needs.

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