

# Jules Et Lis

Inspection report for early years provision

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<b>Unique reference number</b>	EY279241
<b>Inspection date</b>	08/11/2011
<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	Drake Community Centre. Drake Road, Chafford Hundred, Grays, Essex, RM16 6PS
<b>Telephone number</b>	07946 642915
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Jules et Lis is privately owned and was registered in 2004. It operates from a large hall and two smaller rooms, in the Drake Community Centre in Chafford Hundred, in Essex. The club uses the playground at the nearby school for outside play. Children attend from the local school.

The club opens five days a week during school term times. Sessions are from 7.40am until 9am and 3.15pm until 6.15pm. Children attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children aged from four years to under eight years may attend at any one time. There are currently 36 children on roll aged from four years to under eight years. The club also offers care to older children up to the age of 11 years. It supports children with special educational needs and/or disabilities.

Eight staff including two volunteers, work with the children at the club. Of the childcare staff, three staff hold a level 4 qualification or above, two staff hold a level 3 and one holds a level 2. One member of staff has recently achieved Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thoroughly enjoy their play after school each day. Staff plan activities that interest and inspire children and as a result most children make good progress in their learning and development. The club is fully inclusive and supports children with special educational needs and/or disabilities. Partnerships with parents and other providers are well established so that the club staff are able to take good account of children's welfare needs. The strong management team use the process of self-evaluation to continually reflect on their practice. There is therefore good capacity for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the club's policies and procedures and include these as part of the induction training for new staff so that all staff have a clear understanding of their roles and responsibilities.

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

Children are safeguarded and well protected in the club as staff are knowledgeable about child protection issues. There are clear lines of referral for managing concerns about children's welfare and a robust recruitment process. This means that all staff are appropriately vetted and suitable to work with children. Children's safety is paramount. Staff effectively use risk assessments and additional daily checks, to make sure the premises and pathway from school remain safe. The large hall is used for games and activities that encourage children to take part in daily physical exercise. This area is well managed and supervised so that younger children's safety is taken into good account. Older children keep to designated areas for team games such as football so that children in the early years confidently dance and play on the stage or in other large spaces.

All areas that children use are well organised and resources are easy for all children to access. Staff have very good knowledge and understanding of each child's individual needs and interests. They plan activities that are developmentally appropriate and that support all children in making good progress. For example, children enjoy learning new games such as Chinese Whispers. This helps develop children's listening and communication skills as well as being fun.

The manager is continually looking for ways to improve the provision and leads by example. Staff generally have a good understanding of their roles and responsibilities and share the manager's ambition for further improvement. However, there is no systematic review of the club's policies and some staff lack awareness of up-to-date procedures. The views of staff, parents and children are effectively taken into account in the self-evaluation process. The club's strengths and weaknesses are accurately identified which means children will benefit from plans for future development and improvement.

The staff work closely with parents and other providers to make sure all children benefit from enjoyable and worthwhile learning experiences in the club. There is a good system in place for the two-way sharing of information between parents and class teachers. This means that individual children's welfare needs are known to everyone who cares for the children and children feel secure and safe. Partnerships with professionals in the wider context are well established so that all children are well supported and fully included. Staff actively promote respect for diversity and there is an effective equality policy to support staff.

## **The quality and standards of the early years provision and outcomes for children**

Children enter the club eager to have tea together and to join friends for games and activities. Children make choices for themselves throughout the session and contribute ideas for discussion and future plans. Children respect the views and needs of others and understand that older and younger children each have rights.

Children take responsibility for treating each other kindly and as a result children feel safe and secure. Children learn how to keep themselves safe through clear explanations by staff. Children understand the importance of road safety and wear bright tabards on the walk from school so that they can be seen clearly. Emergency evacuation procedures are practised regularly giving children confidence about what to do in an emergency. Children have a good relationship with the community police officer who regularly visits and takes part in events or sessions. This promotes children's understanding of who to go to if they need help.

Children learn about healthy lifestyles through knowing what foods are good for them and why physical exercise and fresh air are important. In addition, children follow good hygiene routines and understand that 'germs make you sick'. Many children consider tea time the best part of the session. They enjoy the social interaction and enthusiastically chat about their day and their plans for the evening. Pizza is a favourite dish when they get the chance to add their own toppings and extras such as cucumber and tomatoes. Interest in cooking and preparing foods is further encouraged through popular cooking events such as making or icing biscuits and cooking dishes from other countries. This helps children understand about different cultures as well as developing mathematical skills such as weights and measures.

Most children are strong and confident communicators. However, where difficulties are identified, staff use their assessments and observations of children to plan activities that sensitively support individual children. For example, games and resources that all children enjoy and use, such as a voice box, include all children in learning new skills. As a result, all children make good progress and benefit from developing strong social relationships. Staff set clear boundaries and expectations for good behaviour and use positive behaviour management strategies to deal with any arising issues. As a result, children are very well behaved and interact well with each other. Children learn to respect diversity in the local community and the wider world through positive images and from learning about everyday life in different cultures.

Children use a range of resources to develop their skills and awareness of technology. They take photographs using a digital camera and see the photographs displayed on a revolving screen in the hallway. The opportunities provided within the club help children to develop skills that provide firm foundations for future learning and their personal well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met