

Jules Et Lis

Drake Community Centre. Drake Road, Chafford Hundred, Grays, Essex, RM16 6PS

Inspection date	08/10/2014
Previous inspection date	08/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good as the staff provide a wide range of stimulating and exciting experiences. As a result, children are eager to play and show high levels of concentration, as they become engrossed in the well-planned activities.
- Children have a good rapport with staff and form close friendships with their friends. Consequently, they are settled, confident and clearly enjoy their time at the club.
- Effective partnership working with parents means there is continuity of learning between the club and home, which successfully contributes to the good progress children make.
- Children's welfare is effectively safeguarded by staff who have a good knowledge and understanding of how to protect children in their care.

It is not yet outstanding because

- The routine at mealtimes is not always efficiently organised and this occasionally means that some children become restless and distracted while they wait for their food to arrive.

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 accompanied staff as they collected children from the nearby primary school.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the manager, staff and children and spoke to the registered provider on the telephone.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

Jules Et Lis was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and is one of five out of school clubs operated by the same owner. It is situated in a community centre in Chafford Hundred, Essex. The club serves children attending Tudor Court Primary School. It operates from the main hall and two playrooms and children use the nearby school playgrounds and playing field for outdoor play. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications. One member of staff has an early years degree, three staff have a qualification at level 3 and one member of staff has a qualification at level 2. The club opens Monday to Friday, during term times. Sessions are from 3.15pm until 6.15pm. Children attend for a variety of sessions. There are currently 49 children attending, of whom five are in the early years age group.

What the setting needs to do to improve further

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

- enhance the already good care practices by reviewing the organisation of mealtimes, to reduce waiting times and maintain children's emotional well-being.

Inspection judgements

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

The staff are well aware of the learning and development requirements of the Early Years Foundation Stage and how they can incorporate the areas of learning in children's play. As a result, a good range of activities are planned, which successfully complements and supports children's ongoing learning and development. Staff also ensure that experiences are interesting and open-ended, in order for children to use their imagination and creativity. This means that children enthusiastically join the club and eagerly participate in activities, following a busy day at school. Staff consider children's ages and enthusiasms when planning activities. All children in the early years have a key person who takes account of their interests and capabilities. The key person efficiently observes children and make notes to inform records and identify individual learning priorities. Staff also make certain that children have fun while they learn through a blend of challenging adult-led tasks and enjoyable activities that children can choose for themselves.

Children are making good progress as a result of the support and encouragement offered by staff. They know when to get involved with the children's play and when to sit back and allow the play to develop without their input. Children's language is supported well, as they are encouraged to have many varied discussions, where their speech is developed and their vocabulary is extended. Staff use effective communication skills and consistently ask children questions that encourage them to think for themselves and to solve problems.

Children communicate clearly and confidently and give animated responses when they chat to the staff and share their news. Children are also given support when practising their literacy skills and are encouraged to sound words and form letters correctly, when writing messages, or their names, on artwork. This means they are developing the skills they need for future learning.

The partnerships with parents and carers are good. Parents are able to see the development records at any time to share in their children's experiences in the club. Any information passed to staff from the school teachers is relayed to parents and this is much appreciated. Staff display information for parents in the entrance area, which is useful and relevant. Children's creations are also displayed so they know that their efforts are valued and celebrated by both staff and their parents.

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

Staff provide a secure and happy environment, where children feel comfortable, safe and secure in the relationships they develop with the key persons caring for them. Staff show warmth and affection towards the children. As a result, children confidently make their requests known and willingly include the staff in their chosen activity, which often results in laughter and fun. There are good settling-in procedures to ensure that children feel a sense of belonging. Parents give plenty of information from the start, to allow the key persons to meet children's individual care needs. The staff also efficiently share and pass on messages to and from school teaching staff, in relation children's individual care needs. Staff recognise that some children need to unwind and relax after a long school day, while others still have lots of energy. As a result, the play environment is thoughtfully planned to offer cosy areas where children can rest, read or play quietly. The school playgrounds are used well for children to play racing and chasing games or practice active dance steps. In addition, there is ample space for children to take part in energetic indoor physical challenges and team games in the hall.

The resources and artefacts available to the children reflect a diverse society and they learn through their activities about each other's cultural and traditional events and special celebrations. Children also take part in a range of charity fundraising activities, such as designing and baking cakes. As a result, they are learning how they can use their skills to support others. Children behave well because the staff provide good role models. They promote positive attitudes through listening to children, respecting their views and offering consistent messages. Children successfully play alongside their peers and the older children show a mature attitude when supporting and playing with the youngest children in the club. This helps the youngest children to gain confidence and develops their self-esteem. The timetable is mainly well paced and the staff have devised daily routines, so that children understand what they will be doing next. For example, children confidently develop their independence skills as they pour drinks and choose their food. However, sometimes the after school routine runs less smoothly, particularly prior to mealtimes. This means that some children become restless and distracted as they spend time waiting to eat. Consequently, noise levels rise and this occasionally has a negative impact on the emotional well-being of the youngest children, when the staff are unable to hear them

speak.

Children successfully learn to adopt healthy lifestyles. Good personal hygiene is an integral part of the children's daily routine, as they confidently wash their hands before eating, with little need for prompting from the staff. Children are offered a varied and balanced diet for their cooked evening meal. Staff are knowledgeable about any allergies and children's individual dietary requirements are catered for. Children's safety is promoted well during play and everyday routines. They are encouraged to risk assess for themselves and learn how to use play equipment safely. Reliable arrangements are in place for collecting children from their classrooms in the nearby primary school. Children wear high visibility jackets as they walk from school and they discuss potential dangers and how to stay safe on their journey. Regular fire drills also help children understand how to swiftly evacuate the premises in an emergency. Local police community support officers regularly visit the club and they teach children how to keep themselves safe when out in the community.

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

The management and staff have a good understanding of the requirements of the Early Years Foundation Stage. All the essential regulatory documentation is in place to promote children's welfare and safety. Staff fully understand their role and responsibility with regard to safeguarding children. They know the procedures to follow in the event of a concern about a child in their care, and have contact details for local agencies should they need to raise any child protection concerns. Policies and procedures are shared with parents to ensure they are suitably informed about the club's responsibilities. Recruitment and vetting procedures are robust. The required information about staff checks is kept on site to demonstrate the appropriate background checks have been completed. Children's safety is given good consideration. Staff are vigilant and they supervise the children well, both indoors and outside. Areas used by the children are checked each day before they arrive at the club to ensure their safety. Good attention is given to making sure attendance registers are accurate and head counts are continually carried out to ensure all children remain closely supervised.

Staff work efficiently as a team and are committed to delivering a high quality of service to children and families. The management monitor the learning and development of the younger children to ensure that the planned activities give them a broad range of experiences, across the seven areas of learning. Daily staff briefings are held before the children arrive to discuss the session ahead. The staff team evaluate the activities and what has worked well and what could be improved upon. This shows reflective practice and a good capacity to continuously improve. The staff's performance is regularly monitored through appraisals and supervision meetings to ensure that any training needs are promptly identified. As a result, all staff hold paediatric first-aid certificates so they can confidently deal with minor accidents and injuries. The provider has successfully addressed the recommendation from the last inspection. Induction training for new staff has been improved so that all staff have a clear understanding of their roles and

responsibilities.

Staff have established a friendly working relationship with parents and carers. Information is shared on a regular basis about activities and future events through noticeboards, newsletters and the dedicated website. Staff welcome the views of both parents and children, as satisfaction surveys are distributed at regular intervals. Parents spoken to are very positive in their comments and say they really value the service the club offers. They say they are very pleased that their children are happy and appreciate the efforts of the staff team when helping the youngest children to settle, when they join the club. The good partnerships with the teaching staff in school helps to promote continuity in children's learning and development.

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	EY279241
Local authority	Thurrock
Inspection number	861009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	49
Name of provider	Nicola Emma Vanner
Date of previous inspection	08/11/2011
Telephone number	07946 642915

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

