

JB's Before and After School Club and JB Tots



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

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| Inspection date | 11 May 2017 |
| Previous inspection date | 3 June 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 | | Good | 2 |

Summary of key findings for parents

This provision is good

- Some older children make better than expected progress in some areas of their learning, such as literacy development. Staff continually challenge these children through adapted activities to help maintain their quick grasp of literacy.
- Children benefit from the setting being situated in the nursery class within the host school. They build strong relationships with teachers and become familiar with routines to support their eventual move to school.
- The committee have successfully recruited highly effective managers for the nursery and out-of-school club. The managers rigorously evaluate practice. Changes they are making are being well embedded to help enhance staff's practice further.
- Children's behaviour is positive. For example, children follow rules, listen to instructions and share their toys. Older children are positive role models for younger children.

It is not yet outstanding because:

- Managers do not monitor the impact of additional funding the setting receives for some children stringently enough. Therefore, they do not always identify ways to further accelerate children's progress to the highest levels.
- Occasionally, staff's teaching does not focus precisely on the key skills the youngest children need for the next stage in their learning.
- Staff do not consistently inform parents of children's next steps and staff do not fully encourage them to share information about children's capabilities when they first start.

What the setting needs to do to improve further

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

- enhance the monitoring of the impact of additional funding children receive and identify ways to further accelerate children's progress to an even higher level
- enhance staff's teaching to precisely focus on the key skills of the youngest children, to better prepare them for the next stage in their learning
- consistently inform parents of children's next steps in learning and fully encourage parents to share detailed information about their children's capabilities when they first start.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager and out-of-school club manager and members of the management team. He looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector viewed parents' written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The managers' supervision of staff is becoming well embedded. They successfully mentor staff to help develop their practice. For example, they have helped staff to recognise and plan for children's learning styles. Safeguarding is effective. Managers have a superb knowledge of safeguarding procedures. They monitor staff training well to help ensure they regularly update their safeguarding knowledge. All staff, including managers, know how to report concerns about children's welfare. Staff quickly identify children who need additional support. They work well with other professionals to help close gaps in children's development.

Quality of teaching, learning and assessment is good

Since the last inspection, staff have developed their teaching of mathematical concepts. They link it well to children's interests. For example, staff teach children to count using toy dinosaurs. They also group different colour dinosaurs together and use mathematical language, such as one more. Staff plan and resource for children's learning outside effectively. For instance, children enjoy making 'magic potions' outside in the mud kitchen to keep dinosaurs away. They combine mud and water together by stirring it with a brush. Other children pretend to be dinosaurs and children in the mud kitchen deter them away using their 'potion'.

Personal development, behaviour and welfare are good

Children who have recently started at the setting, settle in quickly. They have the confidence to explore the environment and know the routine of the day well. Staff support children to recognise their own needs and be independent. For example, children decide when they are ready to eat a snack and select their own fruit from the bowl. Children develop good physical skills. For instance, they make marks with brushes and water outside and learn how to safely climb up the climbing frame and balance across the bridge. Staff meticulously plan the learning environment. Children benefit from an excellent range of resources that are exceptionally well organised to enable children to develop their ideas.

Outcomes for children are good

All children make good progress in their learning. Older children learn the skills they need for school. Children are inquisitive and have a good understanding of the natural world. For example, they investigate ants crawling up a tree using magnifying glasses and follow where they go, to find the nest. Children's concentration skills are good and they join in well with activities. For instance, they use wooden spoons to tap equipment to make sounds outside. They concentrate and compare the difference in the sounds. Children discuss the sounds as a group and all offer their view and opinion.

Setting details

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| Unique reference number | EY234677 |
| Local authority | Staffordshire |
| Inspection number | 1091465 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 65 |
| Name of registered person | JBPS Before and After School Provision Association Committee |
| Registered person unique reference number | RP520755 |
| Date of previous inspection | 3 June 2015 |
| Telephone number | 01889 256160 |

JB's Before and After School Club and JB Tots registered in 2002. It 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. It is open from 8am to 6pm during school holidays, except for one week at Christmas and two weeks during the summer holidays. The nursery operates each weekday from 8.50am to 3.20pm during school term times. The nursery receives funding to provide early education for children aged two and three years. There are 13 members of staff employed. Of these, 11 hold appropriate qualifications.

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