

Jay Jays Out of School Club



Lowercroft Primary School, Ashington Drive, Bury, BL8 2TS

Inspection date	19 March 2018
Previous inspection date	9 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Leaders lack a clear understanding of their role to inform Ofsted of changes to their hours of operation within the appropriate timescale.
- Leaders do not implement rigorous systems for supervising staff, particularly to ensure staff receive consistent ongoing support and to improve their knowledge and skills.
- Current processes in place to monitor the quality of practice are not yet at a high enough level. This contributes to the club's inability to identify accurate priorities for potential improvement and ensure they meet legal requirements fully.

It has the following strengths

- Staff promote children's independence well, such as through routines and accessibility to good-quality resources, indoors and outdoors. This motivates children to explore.
- Children form positive relationships with warm and caring staff. They arrive happy after their day at school and eagerly get involved in their choice of activity.
- Children behave well, make friends easily and develop a positive sense of belonging in the welcoming, and inclusive club.
- Parents state that they are 'more than happy' with the service and care provided by staff at the club. They state that their children enjoy attending and eagerly talk about the various play experiences undertaken.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure leaders understand their roles and responsibilities with regard to notifying Ofsted of changes to the provision within the appropriate timescale, with particular regard to changes in the hours that children are cared for	30/04/2018
■ devise effective supervisory arrangements to ensure staff receive appropriate support and promote the continual development of their skills and knowledge.	30/04/2018

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

- strengthen self-evaluation processes to help identify and address any weaknesses in practice and breaches to legal requirements.

Inspection activities

- The inspector observed children's activities and the quality of staff interactions with the children indoors and outdoors.
- The inspector spoke to the manager, deputy, staff and interacted with children at appropriate times during the inspection.
- The inspector carried out a joint observation of children's activities and evaluated the quality of this with the deputy.
- The inspector sampled a range of documentation, including policies, such as safeguarding procedures and evidence of the suitability of staff working in the club.
- The inspector spoke to a parent during the inspection and took into account their views through a range of written records.

Inspector

Hilary Boyd

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Leaders ensure staff attend mandatory training, such as paediatric first aid and safeguarding. This helps to ensure staff are knowledgeable about what to do if concerns about a child's safety and welfare arise. Staff are vigilant and supervise children well. However, self-evaluation processes to monitor aspects of practice are not yet good enough to ensure leaders identify and address all legal requirements fully. For example, weaknesses in leader's knowledge and understanding means they have failed to notify Ofsted of changes to their hours of operation within the appropriate timescale. However, this breach does not affect children's safety. Leaders do not implement effective supervisory arrangements to ensure staff receive tailored support and to raise their knowledge and skills. Parents speak highly of the club and value the exchange of information to support children's personal, social, and emotional skills.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's different interests and characteristics of learning. Staff use this knowledge, alongside information discussed with teaching staff from the host school, to plan stimulating and interesting play experiences. For example, staff plan various creative activities that motivate children after their busy day at school. Consequently, children show high levels of involvement and concentration as they are imaginative during creative play experiences. Children of different ages sit together and chat about what they are doing. These activities promote children's language and communication development, as well as their social skills. Staff interact well with children as they offer advice or model how to use various resources. This helps to enhance the learning for the youngest children. Staff increase children's knowledge about the wider community, such as through their planning and use of display material. Staff display children's artwork for everyone to see, and children show they feel valued.

Personal development, behaviour and welfare are good

Children mix well together. For example, they seek comfort and interaction from each other, and their siblings. The organisation of the indoor environment provides a quiet space for children to go to relax or share a book with their peers. This promotes their emotional development and well-being. Children enjoy being physically active. Older children confidently lead their own games and staff deliver activities that positively promotes children's physical skills. They learn about ways to manage their own safety and older children confidently talk about safety measures. For example, they explain the use of high-visibility jackets when outdoors during dark evenings. Children of different ages sit with each other and enjoy healthy snacks, providing a pleasant sociable experience where they talk with their friends. They develop good self-care skills and a strong sense of responsibility as they create their own sandwiches and prepare cakes to take home.

Setting details

Unique reference number	316766
Local authority	Bury
Inspection number	1090842
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	78
Number of children on roll	14
Name of registered person	Jay Jay's Limited
Registered person unique reference number	RP518912
Date of previous inspection	9 March 2015
Telephone number	01617612798

Jay Jays Out of School club registered in 1997. The club employs 11 members of staff, five of whom hold appropriate early years qualifications at level 3 and one member of staff has a qualification at level 2. The club is open Monday to Friday during school term. Sessions are from 7.30am to 8.55am and 3.15pm to 6pm.

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.

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