

Inspection date	16 May 2019
Previous inspection date	6 November 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is inadequate

- Safeguarding is not effective. Managers do not ensure that safeguarding procedures are comprehensive and relevant for their local authority. They do not have a confident understanding of how to support children whose welfare is at risk. As a result, they are unable to support staff to understand how to safeguard children, causing inaccuracies in staff knowledge.
- Management systems are weak. Managers do not have effective procedures in place to support staff to improve their performance or to develop their skills and understanding. Staff do not always know what their roles and responsibilities are during sessions and do not consistently interact with children to the best of their ability.
- Managers have not implemented key-person systems to ensure that the individual needs of the early years children are met effectively and to act as a support for parents.
- Managers do not monitor the ongoing suitability of the staff. They do not offer staff opportunities to discuss confidential matters, professionally and personally, to ensure they remain suited to their positions.

It has the following strengths

- Staff provide stimulating activities that excite children. As a result, children engage happily in play and focus intently on the games they choose to play. For example, they enjoy being challenged to write long numbers, such as one billion on a white board.
- Staff support children well to develop independence. For example, they organise routines including mealtimes effectively to ensure children are choosing what to eat and are involved in making their meals.

What the setting needs to do to improve further

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

	Due date
update safeguarding policies and procedures to ensure they reflect local authority safeguarding procedures	30/05/2019
ensure the designated safeguarding lead has the knowledge and skills to provide support and guidance to their staff and to act efficiently to protect children	30/05/2019
ensure all staff have and maintain an up-to-date and accurate knowledge of safeguarding procedures	30/05/2019
introduce systems to monitor the ongoing suitability of staff to work with children	30/05/2019
implement a key-person system for all children on the early years register	30/05/2019
implement effective supervision systems to ensure staff are supported to improve their practice and to enable them opportunities to discuss sensitive issues	14/06/2019
ensure staff have training and professional development opportunities to improve staff knowledge and skills.	14/06/2019

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

- review the management structure to ensure staff are well supported and are aware of their roles and responsibilities during each session.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector talked with staff, children, the manager and the nominated person at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed and discussed staff practice with the manager.
- The inspector checked staff suitability and qualifications.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is inadequate

Staff know how to recognise if a child's welfare is at risk. However, they do not know what to do if they need to get external advice or support for the children. They cannot access contact information for the local safeguarding board with ease because managers do not provide clear and updated policies to guide them. The named safeguarding lead does not understand safeguarding procedures and is not fully aware of how to act if an emergency arises. Therefore, children's safety cannot be guaranteed. Managers do not check that staff are fully aware of procedures to follow if they are concerned about the children's welfare and are not aware that children may not be monitored attentively. Managers check the suitability of the staff they employ. However, they do not monitor the ongoing suitability of staff effectively to ensure they can continue to fulfil the requirements of their roles. Although managers work with staff to help them adapt interactions and activities to meet children's individual needs, they do not use supervision sessions effectively to support staff to improve their practice or to provide a safe space for staff to discuss confidential matters. Staff attend mandatory training but do not have opportunities to develop their knowledge and skills to meet their own professional goals or needs. At present, there is no formal management structure to enable effective leadership. This means staff do not fully understand their roles and responsibilities in the setting and do not all use interactions with children effectively to enrich experiences for them. Managers work in close partnership with the attached school and establish links which ensure continuity for the children.

Quality of teaching, learning and assessment requires improvement

Staff know the individual children well. Staff learn about their interests from parents and use this knowledge to provide resources that appeal to children. For example, children who love numbers enjoy playing games which involve numbers and a dice. However, staff do not have responsibility for key children and at times do not know which children they should be focusing on. This leads to some children having more attention than others. Staff ensure children learn to respect differences that exist between each other. For example, they provide resources, such as dolls and other figures, that represent people from different backgrounds. Staff interact well with children most of the time. However, because they are not guided in their practice effectively by managers, some are more attentive to children's needs than others. Children use problem-solving skills and apply thought to their experiences. For instance, when making wraps for tea, they realise that they can fold their wrap to make a semi-circle instead of cutting it. Staff provide parents with information about children's experiences.

Personal development, behaviour and welfare are inadequate

Managers cannot fully ensure children's well-being due to weaknesses in safeguarding knowledge and procedures. Staff do not have regular opportunities to feed back to managers any concerns they have over children's welfare. Managers do not ensure that all children are being monitored equally and with care. As children are not allocated a key person, less confident children receive less support and staff do not encourage them equally to feel safe and secure. Staff and children interact happily together. Children have good relationships with the staff, who they play with and chat happily to. However,

staff practice is not consistent and at times children have little interaction to check their well-being and to boost their confidence. Children learn how to keep themselves safe and healthy. They learn about hygienic practices and demonstrate this when they prompt each other to wash their hands before mealtimes. They use tools safely when preparing meals. Children show a good understanding of the rules and routines in the setting and behave well throughout. For example, they engage in turn-taking games with ease and happily share resources or involve others in their games.

Setting details

Unique reference number	EY360414
Local authority	West Sussex
Inspection number	10106652
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 8
Total number of places	20
Number of children on roll	23
Name of registered person	Sheath, Helen Louise
Registered person unique reference number	RP908464
Date of previous inspection	6 November 2014
Telephone number	01403 710546

JasZ Club opened in 2007 and operates from the Jolesfield C of E Primary School in Partridge Green, West Sussex. The out-of-school club is open each weekday from 3.15pm to 6pm, during term time only. There is also a breakfast club open from 7.30am to 9am each weekday, during term time only. Children attend from the primary school. The out-of-school club employs five staff. Of these, three staff, including the manager, hold appropriate early years qualifications at level 2 or above.

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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