

# Inspection of JB's Before And After School Club And JB Tots

John Bamford County Primary School, Crabtree Way, Rugeley WS15 2PA

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Inspection date: 2 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children and parents receive a warm and friendly welcome from the manager and staff. Children form strong attachments to their key person and staff. Staff know the children well and are attentive to their individual needs. Children learn through an effective balance of fun adult-led activities and child-initiated play. All children make good progress from their starting points. They are confident and make independent choices on the direction of their play from a range of good-quality resources that support all areas of learning.

Staff are professional and have high expectations of children's behaviour. Children share the resources and learn to take turns. They are aware of other children and make room for each other as they sit together during circle time. Children learn to understand and manage their emotions. For example, they take part in an activity that links colours with different feelings.

Children are supported to develop their early literacy skills. Children listen attentively as staff read stories in an expressive way that captures their attention. Children have fun as they engage in group singing times and develop their recall skills and memory as they repeat actions and words. Children enjoy messy play activities and exploring their senses. For example, children have fun examining the marks they make as they explore the texture of shaving foam.

## **What does the early years setting do well and what does it need to do better?**

- The ambitious manager, who is a qualified teacher, is keen and enthusiastic to help ensure strong outcomes for children's learning. Committee members are involved in the running of the nursery and are a great support to the manager and staff. The manager holds regular meetings with staff and closely monitors teaching practice to help maintain high standards and to identify any training needs or coaching.
- Staff make regular observations and assessments of children's individual learning. The manager and staff are fully aware of any gaps in children's learning and how to weave what children learn next into the day's play. However, on occasions, staff miss opportunities to extend children's mathematical knowledge even further during their self-chosen free play.
- Children become engrossed in role play and enjoy using small-world toys that reflect the community around them. They interact well with other children and use their imaginations to act out familiar roles. For example, children pretend to feed dolls with play food. Children learn about diversity and the wider world through activities and discussions that build their awareness of cultural events and celebrations during the year.
- Children have fun celebrating Bonfire Night and use their creative skills to make

pretend fireworks out of cardboard tubes and brightly coloured materials. Children make a pretend bonfire and learn how to keep themselves safe. Staff give children hot chocolate and marshmallows and talk about the different colours and sounds that fireworks make. Children say the hot chocolate is 'yummy'.

- Children have plenty of opportunities to learn outside in the fresh air. The outdoor areas promote children's enjoyment of exploration and discovery. Children work together as they use a brush to sweep away fallen leaves and build structures using large construction toys. Children expertly navigate the outdoor climbing apparatus and ride on scooters, displaying excellent physical skills.
- Staff speak to children with respect and engage them in meaningful conversations. Older children follow the daily routines of the nursery and understand what is expected from them. For example, children help to tidy away the toys when they hear staff shake a tambourine. However, staff do not consistently help younger children to understand and manage the routines of the day to help them to feel even more settled.
- Children with special educational needs and/or disabilities (SEND) receive good support from staff. Staff work closely with children's parents and other professionals to ensure that children with SEND receive the appropriate support for their individual needs.
- The manager and staff develop positive partnerships with parents from the outset. They carry out home visits prior to children starting and gather valuable information about children's individual needs. The manager and staff build successful partnerships with the host school and local schools that children are due to attend to enable smooth transitions for children's future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid to ensure children's safety is paramount. The manager and staff have a clear understanding of signs and symptoms that may indicate a child is at risk of abuse or neglect. They are mindful of wider safeguarding concerns, including the 'Prevent' duty. The manager and staff are confident with the nursery's policies and procedures in relation to making referrals, dealing with allegations and whistle-blowing. The nursery has a safe recruitment procedure in place to check the suitability of new staff and the ongoing suitability of existing staff.

## What does the setting need to do to improve?

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

- support staff to recognise opportunities to extend children's mathematical learning as they play, in order to build on their mathematical knowledge and skills even further
- help younger children to understand the routines of the day and what is expected from them, to help them to feel even more settled.

## Setting details

<b>Unique reference number</b>	EY551556
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10174695
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	JB's Before and After School Club and JB Tots CIO
<b>Registered person unique reference number</b>	RP551555
<b>Telephone number</b>	01889 228689
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

JB's Before And After School Club and JB Tots 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. The nursery operates each weekday from 8.45am to 3.15pm during school term times. The nursery provides funded early education for two-, three- and four-year-old children. There are 14 members of childcare staff. Of these, one holds qualified teacher status and 10 hold appropriate early years qualifications at levels 3 and 4.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

We carried out this inspection 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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