

# Inspection of Jules Et Lis

Little Thurrock Primary School, Rectory Road, GRAYS, Essex RM17 5SW

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Inspection date: 1 April 2022

<b>The quality and standards of early years provision</b>	<b>This inspection</b>	<b>Met</b>
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	Previous inspection	Met
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## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children demonstrate a good attitude. They say please and thank you to each other and staff. During registration, they answer politely when their names are called. Staff are positive role models. They join in children's play and engage in activities and discussions. Staff praise children for eating their fruit and vegetables and helping to tidy and clean up.

Children enjoy playing outside in the fresh air, where they take part in lots of active play. They kick, throw and catch ball games among themselves. Children confidently take risks in their play as they climb the frame, jump off it and land safely onto the floor. They walk carefully across the balancing beams while other children run around, chasing each other.

Children settle quickly and they are familiar with routines. Staff promote children's independence and encourage them to take responsibility for small tasks. They put their belongings away in the cloakroom and wash their hands before choosing the activities they want to play with. Children enjoy lots of stimulating activities, that challenge them to think and work through the process to achieve their desired result. For example, children make their own art creations from the various materials available.

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

- Children are very happy and show they feel safe during their time at the club. They enjoy a range of interesting activities, such as the dolls' house, puzzles and construction. Children engage with each other, communicating and responding appropriately during play.
- Children enjoy healthy choices for tea, such as fruit and vegetables. Staff promote and support children's understanding of good health. They ensure that the packed lunches contain nutritious options, sending reminders to parents and giving them suggestions. Staff and children consistently follow good hygiene practices, such as handwashing when coming in from outside, after using the toilet, before and after eating.
- Staff sensitively support children's emotional development and encourage them to talk about how they feel and work through the solution together. They use their understanding of children's needs to offer support that is best for them. This contributes to children's sense of security.
- The manager and staff regularly reflect on their practice and assess the quality of the provision. Staff say they are well supported by the manager and have good training opportunities to develop their practice. Staff say they are confident in approaching management, they enjoy working at the club and they feel their

well-being is valued. Robust recruitment and induction help to ensure that staff are suitable to work with children. Continuous monitoring by the manager ensures they understand their role and responsibilities.

- The manager and her team evaluate their practice to promote continuous improvement. They reflect on the provision they offer to ensure it meets the needs of the children. Staff review activities with children and take account of their views.
- Staff work in partnership with teachers in the host school and they share information about children's well-being. Staff support children with special educational needs and/or disabilities (SEND) well. They work closely with teachers to ensure children with SEND have appropriate support tailored to their specific needs.
- Partnerships with parents are strong. Staff inform parents of what their child does during the time at the club when they collect their child. They engage parents in various ways, such as having regular meetings, newsletters and through online media to discuss their children's latest achievements. Parents describe the channels of communication between staff and themselves as being consistently good. Parents express high levels of gratitude and appreciation for the work that staff do.
- The key-person system works well to ensure that children's individual needs are met effectively. Staff have a good knowledge of their children. They understand each child's needs and interests and use this information to provide appropriate activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have attended safeguarding training and they demonstrate a secure knowledge of the signs of abuse and wider child protection issues. They have a thorough understanding of how to respond appropriately to any concerns regarding children in their care. Staff understand the whistle-blowing procedure that is in place should they have a concern about a colleague or practice at the club. The manager has a central system in place to record when staff have updated their knowledge of any changes in safeguarding policy or the procedures.

## Setting details

<b>Unique reference number</b>	EY385879
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10124406
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Jules Et Lis
<b>Registered person unique reference number</b>	RP905739
<b>Telephone number</b>	07946 642915
<b>Date of previous inspection</b>	6 July 2015

## Information about this early years setting

Jules Et Lis registered in 2008. The out-of-school club operates from Little Thurrock Primary School in Grays, Essex. It employs three members of staff, two of whom hold appropriate childcare qualifications at level 3. The club opens Monday to Friday from 3.15pm until 6.15pm, during term time only.

## Information about this inspection

### Inspector

Taiwo Oladele-Disu

## Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager, and this has been taken into account in their evaluation of the club.
- The inspector and the manager completed a learning walk of the club, inside and outdoors.
- The manager and inspector carried out a joint observation of an activity, and together they evaluated it.
- Children spoke to the inspector about what they enjoy doing at the club. The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents and took account of their written views.
- The inspector reviewed relevant documentation, including the suitability checks of all staff working at the club.

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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