

Inspection of Just Like Home

Frogmore Junior School, Green Lane, Frogmore, Camberley, Surrey GU17 0NY

Inspection date: 18 July 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy the time they spend at the club and show high levels of emotional well-being. They are eager to greet the club staff when they collect them from school and enthusiastically tell them about their day. Staff are attentive and respond warmly to children's friendly interactions.

Children behave well and show high levels of respect and tolerance for others. Staff have high expectations for children's behaviour and conduct. They set clear rules and boundaries to help children understand what is expected of them. For instance, staff's expectations of children include being kind to others, using gentle hands and only running outdoors. Children happily talk about the club rules and know why these exist. For example, they know that they must not run indoors, as they may collide with others.

Children are keen to come into the setting and engage well with their friends. They enjoy playing games and spend prolonged periods doing this. Children comment favourably about the time they spend at the club. They report that they like spending time with their friends. Staff support children to develop new skills, such as teaching them how to play chess. Children describe the staff as friendly and approachable and feel confident to talk to them if they are worried about anything.

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

- Staff encourage children to be independent in managing their own activities. Resources are easily accessible, and most children choose what they want to do and quickly become engaged. However, occasionally staff do not encourage all children to engage fully in meaningful play, especially at the start of the session. During this time, the noise levels rise and the environment becomes more disorganised.
- Staff successfully teach children how to keep themselves safe. For example, when children transition from the school building to the club, staff remind them to 'pay attention' when they use the crossing.
- Children cooperate well and show high levels of respect for the club staff and other children. For example, when staff clap their hands, children know that this indicates that they must stop what they are doing and listen.
- Staff support children to understand and value the differences and similarities between themselves and others. For example, they complete activities to encourage children to talk about themselves, and to share their cultural beliefs and celebrations.
- Staff act as good role models. They interact well with children and encourage them to play harmoniously with others. Children interact well with their peers

and concentrate successfully during activities. For example, they carefully place blocks on top of each other to create a tower and skilfully remove one block at a time, until the tower falls. Children happily take turns and celebrate when others win the game.

- Staff are effective in teaching children to understand the importance of leading a healthy lifestyle. Children benefit from regular fresh air and exercise in the large outdoor play area and prepare their own snacks from a selection of healthy foods. Staff set timers to remind children to drink plenty of water and reinforce the importance of keeping themselves hydrated, especially during the hot weather.
- Staff have established effective links with parents and the schools that children attend. They share regular information with them, to ensure children's emotional and care needs are met. Parents speak highly about the club and comment on how happy their children are. Parents of children with special educational needs and/or disabilities describe how staff ensure that their children are fully included in all activities.
- Leaders show a high regard for staff, ensuring they feel appreciated. Their well-being is a priority for leaders, which helps them in fulfilling their roles and developing their practice. Staff work well as a team.
- All staff complete regular first-aid and safeguarding training to keep their knowledge up to date. Staff supervise children well in all areas of the club, including when children are eating. They conduct regular checks of the environment to enable them to quickly identify and eliminate any potential risks.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY437596
Local authority	Hampshire
Inspection number	10354913
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 at time of inspection	5 to 11
Total number of places	26
Number of children on roll	60
Name of registered person	Maroney, Lea
Registered person unique reference number	RP516116
Telephone number	07751 541134
Date of previous inspection	12 November 2018

Information about this early years setting

Just Like Home registered in 2011. It operates from Frogmore Junior School in Surrey. The club is open each weekday from 7.45am to 9am and 3pm to 6pm, during term time only. There are three members of staff. Of these, two hold appropriate qualifications at level 2 or above.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector asked staff questions to establish their understanding of how to safeguard children.
- The inspector spoke to parents and read written feedback from them to seek their views about the setting.
- The inspector spoke to staff and children.
- A sample of documentation was checked, including records of staff suitability and their qualifications.

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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