

Jump for Joy (After School)

Inspection report for early years provision

Unique reference number	153498
Inspection date	09/03/2009
Inspector	Lyne Lavender
Setting address	Field End Road, Ruislip, Middlesex, HA4 9PQ
Telephone number	07958 544389 (mobile)
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Jump for Joy After School Club opened in 1997 and is one of two settings run by a private provider. It is situated within the London Borough of Hillingdon and provides after-school care for children who attend Field End Infant and Junior Schools, Eastcote. The provider supports children with learning difficulties and/or disabilities. Children have the use of two halls, a kitchen, an outside playground and toilets. The After school provision is registered to look after a maximum of 24 children, aged from four years six months to under eight at any one time. There are currently 41 children on roll of which 24 were present, two in the Early Years Foundation Stage. The provision operates during school term time only between Monday to Friday from 15:00 -18:00 for after-school care. The setting currently employs six staff, including the manager, of which two are full time. All are appropriately qualified. The holiday play scheme run by the same provider serves a wider community. It operates from Monday to Friday between the hours of 8:30 and 17:30 during school holiday periods and is registered to care for a maximum of 56 children from four years to under eight at any one time.

The Jump for Joy After School Club and Holiday Club is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Partnership with parents is a key strength and contributes significantly to ensuring that the welfare needs of all children are met very well and additional support is given to those who need it. Children are kept safe and secure at all times and are eager to attend. Self-evaluation is satisfactory and helpful suggestions from parent questionnaires are implemented, funds permitting. Planning and assessment are weak however, and children do not achieve as well as they should for their age, ability and starting points. There is a lack of high quality resources for developing reading skills and promoting good physical development. The setting's capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan activities that build on children's prior learning and skills in literacy, numeracy and information communication technology
- devise an assessment and record keeping system to track children's progress more effectively
- improve reading resources and the quality and range of equipment for use in the outside play area

The leadership and management of the early years provision

The manager is an experienced practitioner and has been at the setting since its inception. Relationships with parents are good and they speak highly of the hard work and enthusiasm of the staff team. Several said they were relieved to know that their children were in a caring, safe and secure environment. Strong links are maintained with both schools on the site through the sharing of facilities and information on children who have learning difficulties and/or disabilities. Key persons are well deployed and help children to understand the club routines and expectations of good behaviour.

Policies are well written and procedures are clear. Particular documents such as the one on behaviour are given to parents on entry whilst others are available on request. Explicit child protection procedures are in place and a high priority is given to safeguarding children. Staff are qualified in first aid, two holding paediatric certificates. The spacious clean premises are checked daily to ensure there are no risks to personal safety. A play worker escorts infants to the hall so that all arrive safely together. Statutory welfare requirements are in place and regular fire drills are held. A food hygiene rating certificate, four stars, has been awarded recently. Staff regularly attend courses and meet with the manager informally to appraise the work of the setting. For example, since the introduction of the Early Years Foundation Stage framework the key play workers' role has been developed to give them more responsibility for individual children.

Assessment is at an early stage of development. Parents provide helpful information in their child's individual profile on entry. Those already attending fill in simple questionnaires with smiley faces to show the activities they enjoy most. Staff take note of the more popular activities and include these in the activities list. There is no method for tracking children's progress and achievement or adjusting planning to meet their varying learning needs and interests as they develop. 'Well done' certificates are awarded for effort and this encourages children to do better.

The quality and standards of the early years provision

To ensure that planning takes the needs of part-timers into consideration, activities change during the week. Children have freedom of choice and often elect to play outside or in the hall with older children. In games, such as 'hide and seek' and 'dodge ball', they show satisfactory running, jumping and crouching skills. There is a lack of good quality equipment to develop basic proficiency in activities such as throwing and catching or for shared play. Staff give reminders to the group about safety issues to ensure smaller children are not crowded out by others.

Children sometimes play imaginatively on their own whilst staff rightly observe from a distance. When using construction toys, children imitate adult behaviour and speech patterns. On one occasion, for instance, a child built a fort on the floor and placed a number of 'prisoners' inside, chattering happily to himself as he did so. Later when asked if he could point to the exit doors for them to leave he pointed to them but said he 'did not want anyone to escape'.

Insufficient activities are provided to develop children's literacy, numeracy and information, communication and technology skills and children do not make the expected progress for their age and ability. There are few books so children read very little during club time. The early learning goals are not sufficiently well used as a basis for planning a developmental programme and activities are planned in isolation from each other. For instance, in art and craft one child patiently drew an octopus and fish with a felt tip pen. He did not count the tentacles or the number of fish that were to be eaten for supper. At the beginning of the session younger children watched older siblings use the play station. Later when the computer became free no attempt was made to encourage them to try this skill for themselves.

Behaviour rules are child initiated and as a result all strictly abide by them. Younger children model themselves on older members of the group, for instance showing good table manners when eating nutritional snacks at meal time. They sit together chatting quietly, respecting each other's turn to talk and not interrupting. Children take turns to clear away afterwards which they do in a responsible manner. Staff trust children to move sensibly when they go from one activity to another. Relationships are good and children grow in confidence in this caring and supportive setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met