

Jump for Joy (After School)

Field End Road, Ruislip, Middlesex, HA4 9PQ

Inspection date	03/12/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the after school club and engage in a wide range of learning experiences, which are planned effectively to reflect their interest and promote their good progress while they have fun.
- Staff promote a fully inclusive environment, which helps children develop a strong sense of respect for others.
- Parent partnerships are strong as staff create a warm and welcoming atmosphere where parents feel confident to share information about their child or discuss any concerns.
- Staff engage with children through their play and skilfully question children to encourage them to think critically. As a result children are provided with a good level of realistic challenges that are appropriate for their age and stage of development.

It is not yet outstanding because

- Staff do not always promote robust links with children's class teachers to ensure that children's very good learning is fully complemented across the two settings.
- Activity plans do not always identify which children will particularly benefit from planned activities to ensure individual learning is always as targeted and effective as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff's interaction with them and invited the manager to conduct a joint observation.
- The inspector sampled a range of documentation, including policies, procedures, children's records and planning.
- The inspector talked with the provider, manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lorraine Pike

Full report

Information about the setting

The Jump for Joy After School Club opened in 1997 and is one of two clubs 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. All children have the use of two halls, a kitchen, an enclosed outside playground and toilets. There are currently 47 children on roll; of these, 12 are in the early years age group. The after school club is open each weekday from 3.20 pm to 5.45 pm during term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club currently employs eight staff on a full and part-time basis; of which seven staff, including the manager, hold appropriate early years or play work qualifications at level two and above. The holiday play scheme run by the same provider serves a wider community. It operates from Monday to Friday between the hours of 8.10 am and 5.30 pm during school holiday periods.

What the setting needs to do to improve further

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

- enhance relationships with class teachers in order to share information about what children are learning, to build even more on what they know and can do
- develop a robust system for all staff to identify which activities are specifically planned for individual children to further support their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure understanding of the Statutory Framework for the Early Years Foundation Stage and how activities support children's learning and development. Staff speak with parents before children start to gather good quality information about children's individual needs. The staff realise children have a challenging day at school and aim to provide activities that enable them to have fun and relax as well as support their learning effectively.

Children thoroughly enjoy attending the out of school club where they happily engage with their friends in a spacious and welcoming environment. Children make independent choices from a broad range of resources about what they want to do. There is a good balance between adult-led and child-initiated activities. Writing materials are readily available and further enhance children's emerging writing skills. A range of fiction and non-fiction books are accessible in a comfy area where children relax and have some quiet

time, this enhances their literacy. Staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy and look forward to attending.

Children's physical development is promoted well through a range of physical activities. Outside, children have the use of a secure area arranged on different levels that provides them with challenges, for example, they learn to negotiate the space and the environment around them as they ride on scooters up and down the slopes. Staff provide opportunities for children to take part in organised physical games, such as football. In addition, children learn new skills as staff teach them how to dribble a ball in and out of cones using a hockey stick. Consequently children develop their large muscle control as well as working as a team, following rules and taking turns.

Children speak to the staff and each other with confidence. Language development is supported as they play, through sharing ideas, thoughts and opinions. Staff ask questions that make children think and offer challenge whilst they enjoy their play on the trampoline. For example, they ask, 'how many more bounces do you need to get to 15?'. Staff are skilful in tailoring their teaching according to children's stage of development as younger children are asked 'is 10 more or less than 9?'. Subsequently children of all ages are active learners and included in activities as they learn together.

Staff conduct regular observations and assessments of children, which mean the next steps in each child's learning to be effectively identified. However, there is not a fully effective system in place that enables staff to share this information with children's class teachers to best build on what children know and can do. The key person system ensures that the weekly planning of age-appropriate activities and the recording of developmental progress is consistent and accurate. However, plans do not always specifically identify individual children to more thoroughly aid their progression in learning.

Staff develop strong positive partnerships with parents. Daily discussions with parents support a shared approach to children's learning, as they discuss what children have done at the club. This means good two-way communication with parents is established and they are effectively involved in children's learning.

The contribution of the early years provision to the well-being of children

Staff are good role models and foster a kind and respectful atmosphere in the club. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to the children who they support. Children demonstrate that they feel secure in their care as they develop strong and positive relationships and this is supported by an effective key person system. By inviting children to share their thoughts about the club children feel valued and enjoy being part of the setting.

Younger children benefit greatly from playing alongside the older children, who happily include them in their games. Children behave exceptionally well as staff have high

expectations and clear boundaries in place. With the support of staff, children have created their own club rules which all children agree to upon joining. Staff reinforce children's good behaviour by rewarding them with a certificate to share with parents, in addition to lots of praise and encouragement which makes them feel appreciated and confident.

Staff promote good health through effective hygiene procedures. Therefore, children have an enhanced understanding of healthy practices through routines, such as hand washing, and are confident in managing their own needs independently. Children thoroughly enjoy tea time as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty foods, such as salad, cheese, cold meats, bread and fruits which the children are encouraged to serve themselves. Staff sit with children at meal times and engage in their conversation, discussing, for example, the foods they have chosen.

Staff keep children safe through good collection procedures and detailed risk assessments. Staff accompany the younger children from their classroom to the hall, providing them with clear instructions on how to keep themselves safe as they walk in line and wait patiently at each door. Staff have received training on how to support children with specific medical requirements.

Children learn about the local community through visitors that are invited into the club, for example, from local organisations. In addition, children actively participate in activities that support various charities which develops children's knowledge of the world around them.

The effectiveness of the leadership and management of the early years provision

The club has a very low staff turnover and, as a result, staff work well as a team. The provider, manager and staff are enthusiastic and committed to providing high quality childcare and education for all children attending the club. The manager has a good overview of the delivery of the educational programmes and encourages staff to work together to plan and evaluate practice. For example, staff reflect upon the effectiveness of activities and their practice at the end of each session as they engage in professional discussions with each other. This ensures that staff continue to build on what the children already know and can do.

The provider and manager fully understand their responsibilities under the safeguarding requirements and, thus, children's welfare is promoted well within the club. Staff recruitment procedures are robust and all staff have recently attended safeguarding training to update their knowledge. Subsequently, staff have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and whom to report any concerns to. The manager ensures that the ratios of adults to children are always meeting the requirements. Staff deploy themselves effectively throughout the session, moving around to be with the children, so they can help and interact well with children and therefore enhance their learning experiences. This means children are safe

and protected while attending the club. Likewise, staff thoroughly deal with minor injuries and incidents to support children's well-being.

A majority of staff hold appropriate childcare or play work qualifications. The manager monitors staff performance through regular supervision and appraisals to identify training needs. Staff are fully supported by the school where they are able to access courses as well as through external sources. A programme of continued professional development is in place with clear aims for individual staff. As a result, children benefit from up to date childcare practices.

The manager welcomes feedback from the children who attend, parents and the local authority to help her form an action plan. Recommendations from the last inspection have been addressed and support effective practice. Staff develop strong partnerships with parents who are full of praise for the club. Parents spoken to on the day particularly like the consistency of approachable and welcoming staff. One parent comments that 'the club provides a positive experience for their child that rounds off their busy day at school nicely'.

Staff are working hard to build partnerships with the newly appointed teachers of the children that attend. Some information is shared daily, however, this does not fully include information about children's learning to further complement children's learning between the club and school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	153498
Local authority	Hillingdon
Inspection number	843205
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	47
Name of provider	Joanna Donoghue
Date of previous inspection	09/03/2009
Telephone number	07958 544389 (mobile)

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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