

West Jesmond After School Club

Inspection report for early years provision

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EY390793

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Inspector

Julie Larner

Setting address

Tankerville Terrace, Jesmond, Newcastle Upon Tyne, NE2
3AJ

Telephone number

01912 782844

Email

Una.macdermott@newcastle.gov.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

West Jesmond After School Club is located in West Jesmond Primary School, Jesmond, Newcastle and is run by Newcastle City Council Play Service. The After School Club serves the pupils of West Jesmond School. The group operates from Monday to Friday from 15.10 to 6pm term time only. The group operates from the communal area for reception children in the school and have use of the hall and enclosed outside area for outdoor play. The group is registered to care for 48 children from three to eight years at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 68 children attending who are in the early years range. The group is run by a person in charge and two other permanent staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children relish attending the setting as they feel valued, listened too and secure through staff following comprehensive policies and procedures and having a very good understanding of all of the children's individual development and welfare needs. Space is mainly organised effectively to ensure that children are very well safeguarded, however, at times this does impact on children's choices about what they want to do. The person in charge provides an excellent role model for staff working in the group and has developed exceptional working partnerships with others providing the Early Years Foundation Stage (EYFS) for children. Reflecting on their practice is something the staff team do well on a daily basis, however, self-evaluation on a long term basis, to improve the setting is less focused.

What steps need to be taken to improve provision further?

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

- use the Ofsted self-evaluation form and quality improvement processes as the basis of on-going internal review
- ensure all indoor spaces are well planned so that they provide an appropriate range of activities at all times.

The effectiveness of leadership and management of the early years provision

Children's welfare is significantly well promoted by the staff team. Clearly understood procedures that staff consistently carries out ensure that risks in the setting are effectively minimised. The staff team place a high emphasis on evaluating their practice in relation to safety and looking at effectively working with others in the school to maintain a secure and comfortable environment where children remain free from harm. Some staff show an exceptional dedication to their roles and responsibilities in relation to safeguarding children. Their detailed

knowledge of the child protection procedures to follow and taking personal responsibility for any concerns they notice means they successfully contribute to the children's welfare in a highly effective manner.

The staff team have highly exceptional partnerships with others providing EYFS. This results in staff having an excellent knowledge of children's individual needs and development and results in them being able to plan for the next steps in the children's learning successfully. Regular termly meetings between the manager and reception teacher in the school and an excellent two way flow of daily written information provides staff with good knowledge of how they can further enhance children's individual learning and development in the setting. Parents are warmly welcomed into the group. The setting work very closely with parents to ensure they can meet the children's individual needs by both collecting and sharing comprehensive information with them which contributes to providing good outcomes for children.

Evaluation of practice on a daily basis is good as the staff team reflect on what has gone well in the sessions and liaise well with others to maintain a comfortable environment for the children, however, a focus on long term improvements that will benefit the children is less clear. Space is used well in the setting to provide a balanced range of activities that children enjoy immensely. Although equipment is limited during some of the session the staff team ensures that they deploy themselves effectively to provide children with good activities and support throughout their time at the setting.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time at the setting. They have developed highly positive relationships with both other children attending and the staff that care for them. Staff ensure that children feel secure and are able to develop a sense of well-being in the setting by taking time to listen to children's feelings and ideas. Children are confident in making choices and being involved in the planning of the group. Successful weekly discussions allow children to voice their opinions about the foods they would like to eat and what they would like to do when they attend which provides them with a sense of ownership of the group.

Planning remains flexible to ensure that children's needs are met at all times. Some staff show exceptionally good knowledge of children's individual development needs and on specific occasions they work highly effectively with parents to achieve good outcomes for the children. Children make good progress in the group due to the highly effective links the manager has developed with the school. A focus is placed on activities that helps to develop children's social and emotional development at the beginning of term. Activities are organised which focus on group games to provide children with several opportunities to work together and form good relationships with each other.

Children enjoy healthy foods that they have chosen which contribute to developing an understanding of a healthy lifestyle. Discussions between staff and children help

children to understand foods that are good and bad for them. Lots of opportunities to be physically active benefit the children's good health. They love to play dodge ball in the hall and have daily opportunities to play outdoors. Staff ensure children play with well maintained toys and equipment and tend to children's needs successfully when they are not feeling well by bringing out cushions and mats for them to lie on.

Children's behaviour is very good and they know how to behave safely in the setting. They enjoy taking responsibility for small tasks as they help to organise snack time, confidently hand out cutlery and clear away their plates and bowls. The staff team place a high emphasis on supporting children's behaviour. They involve children very successfully in sorting out disputes with each other which helps their understanding of how to negotiate and think about the effect their behaviour has on others. Older children provide a very good role model for those children who are younger than themselves. They help children to share and take turns with board games and help staff with appropriate tasks, such as helping to wash up after snack.

Children love to attend the setting. They enthusiastically talk to staff about their day at school and are keen to find out what is planned for them to take part in. Team games form the majority of the session on some occasions. Whilst this is mainly successful, as children relish playing 'bus stop' and finding items in different categories beginning with a certain letter, this does limit children's choices about activities for some of the time they attend. Children enjoy using their imagination as they play with small world toys. They happily sit together and chat with other children attending and staff as they participate in drawing and board games.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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