

Jozone Kids Club Limited (St Joseph and St Theresa)

Inspection report for early years provision

Unique reference number	EY420873
Inspection date	24/11/2011
Inspector	Patricia Dawes
Setting address	St. Joseph & St. Theresa RC Primary School, High Street, Chasetown, BURNTWOOD, Staffordshire, WS7 3XL
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Type of setting	Childcare - Non-Domestic

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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

Jozone Kids Club Limited (St Joseph and St Theresa) was registered in 2011. It operates from the main hall in a primary school in Burntwood, Staffordshire. The club is accessible to all children and there is a fully enclosed area available for outdoor play. The club serves the local area and has strong links with the school.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 11 children attending who are within the Early Years Foundation Stage. The club also offers care to older children. The club is open Monday to Friday during school term time only from 7.30am to 9am and 3.25pm to 6pm. Children are able to attend for a variety of sessions

The club employs four members of childcare staff. Three of these hold appropriate early years qualifications and one member of staff is working towards a qualification. One member of staff also holds an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and motivated, clearly enjoying their time at the setting. Staff are perceptive, work well as a team and endeavour to offer an inclusive and welcoming service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of highly enjoyable activities which take account of their interests and learning needs. Very effective partnerships with parents and teachers at the local school have been established to ensure children's individual needs are well supported. The manager and staff demonstrate a positive attitude and good commitment towards sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- take into account the differing needs of individual children within the setting, with particular regard to providing opportunities and resources for children to relax
- help children to learn about safety and develop their independence without stopping reasonable risk during snack time
- develop further the systems that provide a summary of children's achievements to ensure their progression.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children because all staff are aware of possible signs and symptoms of abuse. They have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Operational procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Annual and ongoing risk assessments are completed, which have a positive impact on a child's safety and well-being.

The deployment of resources in the main is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of each session. However, staff do not take account of the differing needs of individual children by providing space, opportunities and resources as there is no quiet area available. This means children have no area to relax after a busy school day. Staff are enthusiastic, motivated and work well together as a team. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous and sustained improvement. For example, staff use feedback from parent and child questionnaires and have recently introduced a self-evaluation system to monitor and evaluate the quality and standards of the setting. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting where all children are welcome regardless of their background. All staff have access to ongoing training to ensure their knowledge and skills are updated. Consequently, children's care and well-being are further enhanced.

Children benefit from the warm and relaxed relationships that have been established between their parents and staff. Parents have access to detailed information about the running of the setting. For example, their registration certificate and public liability insurance are displayed, while their policies and procedures are made available at each session. On admission to the setting, all required documentation is completed, together with a document which records children's individual needs and interests. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents, who speak highly of the setting. The manager and staff have also developed positive relationships with other early years professionals and teachers at the host school, which contribute to the ongoing continuity of care for all children.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. Staff know the children very well, they observe and assess them as they play and use information gained to support children's individual needs and interests. Staff have recently introduced a 'learning journal' for all children within the Early Years Foundation Stage and are currently looking at ways to capture children's achievements through both written and photographic evidence.

Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. Feedback from children during the inspection was very positive. Their comments confirmed that they enjoy attending the setting, particularly playing on the games console, cooking activities and outdoor play, and that the staff are friendly and supportive. Children are encouraged to initiate their own play within the setting. They are fully aware of what equipment is available and ask staff for help in setting up activities. They eagerly play with the role play equipment or enjoy playing on the games console. At another table there is great excitement and laughter as a group of children and a member of staff all chat together, talking about their school day as they create and compare their Christmas wish list pictures. They have also worked well together to create a beautiful display of an Autumn scene using leaves for the scarecrow and colourful pictures of winter vegetables. Children are confident, enthusiastic learners and they develop an excellent range of skills that will support them in their future lives.

Children play independently and with their peers and show respect as they share and take turns. Older children in the group are very aware of the younger children's needs; they are caring and offer support when needed, for example, when helping a younger child to make a crown using beads and thread. Children are beginning to develop an understanding of diversity. Staff encourage positive, open discussion about people's similarities and differences using the excellent visual images of disability around the setting. Children take part in and celebrate a range of cultural festivals throughout the year, for example, St Patrick's Day, Chinese New Year and Valentine's Day. They have recently made some very large poppies which are displayed to commemorate Remembrance Day. Children enjoy being in the fresh air and enjoy a range of physical play opportunities each day. They regularly use the playground which is located within the local school grounds to enjoy outdoor activities. All of this ensures children's knowledge of the wider world and the development of their physical skills are promoted well.

Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise, encouragement and support, and as a result their behaviour is good. Children are aware of the group's rules and children often remind each other of the boundaries. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to walk indoors and know why they must not leave the setting alone and

to wait for staff to escort them outdoors. Children understand what to do if the building needs to be evacuated in an emergency and they take part in regular fire drills.

Hygiene procedures and practices to help reduce the risk of cross-infection are used routinely. For example, hand washing routines are established well throughout the session to help children develop good habits effectively. The setting promotes healthy eating as children choose from a wide range of healthy options and fresh fruit at snack time. Drinking water is available to the children throughout the session, ensuring they remain hydrated. They actively engage in discussion with staff about what foods are good for them. However, opportunities for children to learn about safety without stopping reasonable risk taking during snack time are limited and potentially hinder children's independence skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
The extent to which children develop skills for the future	1

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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