

# JPAC at Glebe Junior School

Glebe Junior School, Hamlet Lane, South Normanton, ALFRETON, Derbyshire, DE55 2JB

## Inspection date

Previous inspection date

14/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 feel safe and secure within the setting because they operate a very well organised key person system, which helps children to form secure attachments and promotes their well-being.
- Children settle quickly and enjoy their time at the setting. They are able to make choices about what they do and staff involve them in planning future activities.
- Children develop secure friendships, demonstrate good behaviour and play well together as staff act as positive role models.

### It is not yet outstanding because

- Self-evaluation does not regularly take into account the views of parents and is in early stages of development.
- Links with other providers have not been fully developed to fully support and complement learning in settings in which children spend more time.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities and had discussions with the children.
- The inspector held a meeting with the registered provider and had discussions with the manager and staff.
- The inspector sampled children's information, planning and assessment records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and the improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

JPAC at Glebe Junior School registered in 2012. The club is privately owned and part of a group of six settings. This club operates from JPAC at Glebe Junior School in the village of South Normanton on the outskirts of Alfreton. Children attend from the local and surrounding areas. The club is open each weekday from 3.30pm to 6pm during school term times. In the school holidays the club is open each weekday from 8am to 6pm,

closing only for main bank holidays. All children share access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 29 children on roll, of whom ten are in the early years age range. The club supports children with special educational needs and/or disabilities.

The club employs three members of staff, all of whom hold appropriate early years qualifications. JPAC also employ other staff across the group including a staff member who is a qualified teacher, and another who is a qualified sports coach. The club receives support from Derbyshire Local Authority.

### **What the setting needs to do to improve further**

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

- develop self-evaluation to take into account the views of parents and use these to identify the strengths and weaknesses of the provision and drive future improvements
- extend existing links with other providers to further support and complement learning in these settings, such as, sharing observations of children's development and progress.

### **Inspection judgements**

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

The out of school provision provides a relaxed atmosphere, where children feel that they belong and children interact positively with each other and staff. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details, such as family, favourite toys and what the child can do, which helps staff to establish children's interests. As most of the early years children have recently started in the group the staff are currently allowing them some settling-in time. However, they establish quite quickly what the children enjoy and how confident they are within the group to help them plan activities effectively.

A good planning system is used which links to the Early Years Foundation Stage and this incorporates the wishes of the children when planning the continuous provision. Staff are

well aware of how to meet the individual needs of the early years children, for example, reception class children are always collected first from their classroom to ensure that they do not become anxious or think they may have been forgotten. A good mix of child-initiated and planned activities are provided. Although children have not been attending long they enter the group confidently and eagerly approach the activities and toys that interest them, for example, they sit with construction resources and talk about what they are making. They follow through their ideas throughout the session as they finish their 'castles' and 'monsters'. They explain how the castle will protect the people from the monsters when they start playing their monster game. Staff are effectively involved in what the children do and extend their learning well, for example, staff join in with the travel agent role play. Staff join in with the travel agent role play, children ask questions and make statements, they ask staff if they want to go on holiday, they talk about what things they would need to take and figure out how much the holiday will cost. They persevere for a long time concentrating on what they do and use their imaginations well, as they imagine being on holiday. This is further enhanced as children draw pictures and write about their destination. Weekly meetings with children to talk about what they enjoy and what they would like to do is fed into the planning. This shows that planning is effective in helping children to learn and sustain their interests.

The club offers an inclusive and welcoming environment. Children are able to help themselves to a good range of toys and resources, and activities are set up for them on arrival. Children clearly know the routine, settle quickly, and become highly involved in activities. They thoroughly enjoy painting, sticking, and making things, such as 'poppies' for Remembrance Sunday and 'magnets' for Halloween. Children state that they particularly enjoy cooking activities, they recall making cakes and icing biscuits.

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

Children engage confidently and play cooperatively with each other and adults in the group. They make choices about play and show good levels of concentration and enjoyment in individual and group activities. Children work together well and demonstrate their ability to discuss their ideas, share their knowledge and value the achievements of others. Children show that they are building strong friendships, they work together, maximise the use of the equipment and test their ideas. For example, children play with the dinosaurs and the dinosaur cave, and from this, two children decide to make monsters and their own castle out of construction pieces. This they complete after working very well independently.

The staff provide activities for children to extend what they learn in school. Staff have good communication with the school where the club is set and they regularly share what they know about the children and find out what topics they are covering. They also discuss each child's progress. However, this as yet is not extended to the other schools that the club collects from. Therefore the children's full continuity of care and learning is not provided for effectively.

A strong key person system supports the children very well. Children show that they feel secure, they readily approach staff and ask for help, as well as to show their

achievements. Children know when they have done well, because others, including staff praise and congratulate them. Children behave very well, they follow staff's guidance and demonstrate they understand the boundaries that are in place for their safety. For example, children stay close to staff and practise the 'Green Cross Code' as they walk from the infant school to the club. Children demonstrate a very positive and helpful attitude as they participate in tasks, such as tidying items away at the end of the session.

The club promotes a healthy lifestyle. Children enjoy using the adventure play area in the school grounds and participate in physical games, such as, football and ball games on the field each day. They understand about healthy eating and to widen their knowledge they are participating in a competition to decide 'which is the healthiest tea they eat'. This involves children examining the food packaging and calculating the nutritional content. They follow good hygiene routines and understand why they need to wash hands before tea and after going outside.

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

The provider takes effective measures to safeguard children and meet their welfare needs. Only staff who are cleared through the vetting procedure and who are appropriately qualified supervise children's activities. Staff are clear about their role and responsibilities to act if there are concerns about children's well-being. Staff know that the manager takes lead responsibility for safeguarding in the provision. Staff consistently review safety arrangements to make sure that the premises are safe and secure for children to use. Clear policies and procedures, risk assessments and documentation underpin practice very well and help to keep children safe. Staff are familiar with the provision's policies and procedures, which guide their work. Additionally, these documents are readily available on the premise for staff and parents to use.

The club is one of six settings that are run by the same provider, therefore, the staff working within the club receive plenty of support from the area manager and director. Regular audits and unannounced visits by the owner ensure that the group and staff are closely monitored. This covers everything to do with the practice in the setting, such as children's well-being, safety issues, staff performance and training needs. Where possible, discussions with parents and the head teacher are held to check that everything is working well within the group. However, self-evaluation is in the early stages and not fully established. While some areas for future improvements are highlighted, these do not always take account of parents' views. Therefore, priorities for development are not always clearly targeted to ensure future improvements are secured. The leaders have a strong commitment to helping staff develop as all staff follow a training programme to ensure they reach at least a level 3 qualification in childcare. The staff constantly review activities and take account of children's comments which are discussed at weekly meetings. This shows good capacity to improve further.

The notice board ensures that parents are kept well informed. Initial discussions with parents ensure that a two-way flow of information is exchanged effectively. They are welcomed into the group by friendly staff and have informal discussions about what their

children have been doing and how they are settling in. Parents are pleased with how their children have settled and indicate that they enjoy coming. The provider maintains an environment where parents feel confident to express wishes for their children. Parents value the staff, they find them approachable, caring and sensitive to children's needs. Parents state that they get sufficiently good quality information to assure them that the provider makes safe and effective arrangements for children.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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**

<b>Unique reference number</b>	EY445389
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	798288
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of provider</b>	JPAC Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07971957839

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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 that are usually their 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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