

# JPAC at Lambley Primary School

Lambley Primary School & Community Centre, Catfoot Lane, Lambley, NOTTINGHAM, NG4 4QF

## Inspection date

Previous inspection date

05/12/2012

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

- Indications are that children supported to form warm and secure attachments with the staff ensuring they are settled, happy and engaged in play.
- Staff implement effective practices to minimise hazards to children and supervise them well both inside and outdoors and therefore children are protected well.
- Effective systems ensure that children are supported sensitively during transitional times in their learning. Staff communicate with parents and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in their learning.

### It is not yet outstanding because

- Children do not have opportunities to regularly participate in activities to help them to judge risks for themselves, such as using appropriate utensils to cut up fresh fruit and vegetables.

## 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 spoke with the manager, staff and interacted with the older children at appropriate times throughout the inspection in the main room, hall and outside.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including the club's self-evaluation document on line, children's learning journey records, planning documentation, and written policies.

## Inspector

Judith Rayner

## Full Report

### Information about the setting

JPAC at Lambley Primary School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre attached to the local primary school in Lambley, Nottinghamshire. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The club employs three members of child care staff. Of these, all hold appropriate early

years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 3:30pm until 6pm. Children attend for a variety of sessions. There are currently 23 children attending and of these two are within the early years age group. The club supports a number of children who speak English as an additional language and children with special needs and/or disabilities. There were no children present in the early years age range during the inspection.

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

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

- provide more activities for children to judge risks for themselves, such as using appropriate utensils to cut up fresh fruit and vegetables

### **Inspection judgements**

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

No early years children were present on the day of the inspection, however, observations of older children show they are happy, settled and confident. They are actively involved in a good range of activities that extend and enhance their all-round development. When children first arrive from school they sit quietly waiting for the manager to read out their name and a brief discussion is held on keeping safe, 'Stranger danger'. Children show good levels of listening, attention and speaking skills as they participate in sharing their thoughts and understanding in how to keep safe. Children choose to play indoors or outside demonstrating their independence skills in decision making and comfortably express their individual interests. Children are confident to share their ideas of how they use the outdoor play area to help keep them fit and healthy. For example, they use the tyre area for quiet and thinking time during outdoor play. Inside, children explore the good range of resources, such as, colouring, construction, dressing up, table top games and the train track. Children's imaginative skills are good. Children dress up in police officer outfits. Staff confidently introduce further resources to extend the activity. For example, puppets are introduced where children excitedly choose their favourite character. They carry around the puppet talking to other children and staff extending their own learning pretending that the puppet, for example, is also a police officer.

Great fun is had by many children in the hall as they play parachute games. Older children excitedly engage in the various games. Their listening and attention skills are good as they learn new instructions for the, 'shark' game. They also cooperate together appropriately lifting the parachute up and remembering which colours to run to when their own colour is

called out. Squeals of excitement and laughter is in abundance as they run across the floor trying not to bump in to each other before the parachute drops to the ground. Although no early years children are present older children are learning about time, space and measure very well. Children are supported whilst playing and exploring their environment. However, there is less emphasis on encouraging children to judge their own risks. For example, snacks are already prepared by staff which sometimes restricts children in learning to use appropriate utensils to cut up fruit and vegetables.

Children's progress is tracked using regular observations which are recorded in each child's own, 'Learning Journey' record. Good use is made of information from parents and teachers to keep up-to-date with children's next steps in their learning. Staff plan activities building on this information to support children in their learning and development. Staff do implement appropriate activities for individual children based on their interests and stage of development. For example, children are learning new colours. Staff extend this learning through activities linking to colour recognition through painting, mixing colours and craft activities. Staff interact well with older children. They ask open-ended questions encouraging children to think critically and develop confidence to share their opinions. Staff are good role models encouraging children to accept differences of others. Children requiring extra support are given time and space to express themselves safely during play. Resources, such as signs and symbols are displayed around the room enabling children to communicate with others regarding their own needs, likes and dislikes.

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

Children play enthusiastically both inside and outdoors. Children are forming warm and secure attachments with the staff. Children are settled, happy and engaged in their play. Relationships already formed from school continue in the club which embeds children's friendships further. Children play in various ways according to their age, ability and individual needs. Staff recognise this and provide sensitive time for children to freely express themselves in imaginative play, such as, with puppets or role play. Staff create a fun-filled environment and children embrace the activities and opportunities eagerly. As a result, children's self-esteem is high. Children's behaviour is good and they adhere to the boundaries and expectations consistently set and managed by staff. Minor disputes are handled with care and sensitivity by staff, who are good role models. Children respond quickly to staff input and return to cooperative play.

Staff provide activities and hold discussions with children to help them learn about keeping safe and healthy. Children also understand why it is important to wash their hands before they eat in order to prevent germs spreading and becoming poorly. A poster displayed on the wall above the sinks helps the youngest children follow correct hand washing procedures. Children enjoy being outside as they explore tyres and a fixed wooden climbing frame helping them develop control and balance skills whilst enjoying the fresh air. Snacks of wraps, a meat selection, freshly cut vegetables, cheese and cultural dips are offered providing children a varied choice in their healthy diet.

A good key person role supports the care of the children well. From the start the key person holds discussions with parents and teachers to find out as much about the child as possible enabling the child to settle quickly. Well-recorded information is used to assess

the child's level of development, their interests and general progress in their learning. Furthermore, the key person regularly discusses the child's learning needs and progress with parents and teachers ensuring that all current activities complement and support each child's current interests and identified next steps in their progress. Transitional times are dealt with carefully because the key person implements appropriate support for the child's next steps in their learning.

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

Children are safeguarded well. This is because the staff have a good understanding of how to protect children. Good written procedures are in place for staff to follow should they have any concerns regarding a child in their care. The environment is safe and secure. Robust risk assessments completed by staff minimise hazards to children. Effective recruitment and performance management of staff overseen by the senior management team ensure the suitability of staff working with children. A good range of written policies and procedures which are adhered to by staff underpin the successful running of the club. All records meet the safeguarding and welfare requirements for the Early Years Foundation Stage. These are held securely and shared in a confidential way, keeping everyone involved with the child up-to-date with their current needs.

The senior management team undertake regular visits to support the staff in providing a good, strong service to children and their families. Regular meetings throughout the week and discussions held after the end of each session, enable staff to discuss what went well and what improvements can be made to benefit children. Staff also understand the importance of involving children and parents valuing their ideas, suggestions and contributions. Training needs have been identified for staff and some courses have already been undertaken. For example, all staff now hold a paediatric first aid and basic food hygiene certificate. This results in children's immediate health needs being successfully met should they have an accident or require support in helping prepare food for snacks.

Parents spoken to are positive in their comments and value the manager's skills and enthusiasm since the new organisation has taken over. The staff understand and value the positive and strong relationship they have with the school. Staff work closely with the teachers to support and complement the learning needs of the children. This benefits the children very well through flexibly planned activities, building on their interests whilst closely tracking children's individual progress. A good range of toys, resources and activities enable children to make independent choices in their play. Staff understand the benefits for children to choose between indoor and outdoor play. They deploy themselves in these areas to ensure children are supervised well and have fun. Activities are presented attractively on the floor and on tables enabling children to take responsibility for their own learning, play and to share toys.

### **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>     | EY445361                 |
| <b>Local authority</b>             | Nottinghamshire          |
| <b>Inspection number</b>           | 802051                   |
| <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>      | 24                       |
| <b>Number of children on roll</b>  | 23                       |
| <b>Name of provider</b>            | JPAC Limited             |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 07971 957 839            |

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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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