

Jozone Kids Club Limited (St Joseph and St Theresa)

St. Joseph & St. Theresa RC Primary School, High Street, Chasetown, BURNTWOOD, Staffordshire, WS7 3XL

Inspection date	16/12/2014
Previous inspection date	24/11/2011

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not take enough steps to safeguard children. They do not keep children within sight or hearing at all times. Some of the activities they make available for children are classified as unsuitable for their age. Consequently, children are at risk of harm.
- Records are not available for inspection to verify that there is an effective system in place to ensure staff are suitable to work with children. Therefore, children's safety cannot be assured.
- Staff do not work effectively in partnership with parents and other settings that children attend. They do not ensure indoor activities are stimulating enough. Therefore, children's enjoyment is not assured and their learning at other settings is not complemented.

It has the following strengths

- Children enjoy the time they spend playing outdoors. They benefit from an harmonious environment and from staff who are kind and courteous to them.

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 activities in the school hall and outdoor area.
- The inspector held discussions with the provider, the manager and members of staff.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at the provider's self-evaluation and a selection of policies, procedures and records, including safeguarding documents.
- The inspector checked evidence of suitability and qualifications of adults working with children.

Inspector

Christine Armstrong

Full report

Information about the setting

Jozone Kids Club Limited (St Joseph and St Theresa) was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the main hall in a primary school in Burntwood, Staffordshire and is managed by a private provider. The club serves the school and pre-school that is situated on the same site. There is an enclosed area available for outdoor play. The club employs four members of staff. All hold appropriate early years qualifications at level 3, and the manager holds Early Years Professional status. The club opens Monday to Friday, during school term times, from 7.30am to 9am and 3.25pm to 6pm. Children are able to attend for a variety of sessions. There are currently 50 children on roll, six of whom are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that resources and activities are fit for purpose and suitable for the age of children cared for, so that children do not take part in activities or experiences that are classified as unsuitable for them
- ensure that children are adequately supervised and are always within sight or hearing of staff, so that they are safeguarded at all times
- ensure records are available for inspection so that the suitability of staff working with children can be verified
- support children's interest and enjoyment, and complement their learning in the other settings, by working in partnership with parents and other settings that children attend, and by providing a range of stimulating indoor resources and activities.

Inspection judgements

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

Staff are not working well enough in partnership with parents or other providers to obtain and use information about children's interests and prior learning. Therefore, they are not sufficiently supporting children's interest and enjoyment, or complementing their learning in other settings. For example, information about children's interests, likes and dislikes are not always sought from parents before children attend the club. Even when staff are made aware of children's interests, staff do not ensure these resources are made available for

children to play with, in order to support children's enjoyment. Some resources are set out for children to access. For example, staff present a range of books attractively on a mat with cushions so that children can look at books comfortably. However, because staff do not work in partnership with other settings children attend the books do not complement children's prior learning or relate to children's individual interests. As such, this area fails to fully stimulate children and help them to develop their enjoyment of reading.

Staff sit with children and engage them in conversation. They make effort to encourage them to play with resources. For example, staff sit with children and talk to them about what they are drawing. However, most of the drawing boards have previous markings on them and, therefore, are not appealing. Children show little interest and soon move away from the activity. Children move around the room looking at the toys set out by staff. However, in most instances these toys are not set out well enough to capture children's imagination or are not varied enough to attract or sustain children's interest. Consequently, children do not engage in purposeful play and become bored.

Children do enjoy spending time looking at videos and playing video games. However, the computer games that are available for children to play or watch are classified as only being suitable for a much higher age range than that of the children being cared for. Therefore, they are not appropriate for younger children to use. There are some systems in place to encourage children's appropriate participation in the club. For example, children have name labels to register themselves in and out. However, these are not currently used and therefore, opportunities to engage children in suitable activities are missed.

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

Children are not always adequately supervised, which means their safety is not always assured. Children are not always provided with suitable resources. Some indoor resources are of poor quality and some are not set out well enough to engage children's interest. Therefore, children's enjoyment is not promoted. In some instances, children are provided with good levels of support to settle when they first attend. For example, a parent spoken to on the day of inspection described how their child was able to make a number of visits to the club in the term before they started reception class, helping them to become more confident. Consequently, they were happy to go to the club after school, which supports their emotional well-being. However, arrangements are not yet secure enough to ensure all children benefit from this process. Staff do not always work effectively in partnership with parents, or other settings that children attend, so that their settling in experiences are as positive.

Staff are good role models and treat children with kindness and courteously and this is reflected in children's behaviour towards each other. Children respond well to staff's directions and requests, which results in children enjoying a harmonious environment. However, because staff do not work sufficiently in partnership with other settings that children attend they do not focus enough on providing experiences that would complement children's current skills. For example, they do not effectively focus on supporting some children to develop friendships with others, as they are not aware of

children's individual levels of personal, emotional and social development. Consequently, children are not well supported to build on their existing skills to help them make further progress in their learning and development elsewhere.

Children report that they really like playing outdoors. Here, they develop their understanding of risk and show satisfaction at meeting their own goals such as getting up and down the slope to the wooden play den. Children clearly enjoy being physically active as they run around and play games with staff such as hockey. They enjoy the fresh air and exercise, which contributes to their good health. Children's independence and self-care skills are suitably supported as they serve themselves drinks of water and help themselves to snacks, such as cheese and biscuits throughout the session.

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

The provider has failed to ensure that all of the requirements of the Early Years Foundation Stage, and the compulsory and voluntary parts of the Childcare Register are met. Consequently, the safety and welfare of children is compromised. For example, a suitable risk assessment has not been undertaken on activities to ensure children do not see or play with video games that are classified as unsuitable for their use and viewing. Staffing arrangements do not ensure that children are adequately supervised and kept within their sight or hearing at all times. For example, children are not always within sight or hearing of staff when they leave the school hall to go to the toilet, which is down the corridor. Similarly, children are not kept in sight or hearing when they make their way with older children from the outdoor area into the school hall. Staff do not always know how many children are outdoors and therefore, are not certain that all children have returned indoors when the outdoor session ends. Therefore, staff are not taking enough steps to ensure children's safety. Records are available for inspection to demonstrate that all staff have obtained Disclosure and Barring Service checks. However, other recruitment records were not made available for inspection, such as references from previous employers. Therefore, it is not possible to verify whether there are fully effective systems in place to ensure staff are suitable to work with children.

Staff have a clear understanding of their role and responsibility with regard to the procedures to follow if they have concerns about a child in their care. This contributes to safeguarding children in this respect. There are suitable security procedures in place to ensure no unauthorised persons have access to the premises. Some risk assessments and daily safety checks are undertaken, which helps to ensure most hazards to children are identified and minimised. At least two of the staff on duty hold current first-aid certificates and staff carry first aid bags when they are outdoors. This ensures that in the event of illness or injury, in or outdoors, children receive suitable first aid from a qualified person.

There is an ongoing programme of training and coaching to support staff to improve their knowledge and skills. The manager also observes and monitors staff practice. She undertakes individual supervision sessions with staff and provides them with feedback about the quality of their performance. This helps staff to recognise their strengths and

helps them to plan training to address identified areas for improvement. However, this process has not been robust enough to identify significant weaknesses in practice, which have compromised children's safety and well-being. Furthermore, the provider has not ensured the manager and staff use the learning and development requirements to guide their practice. Therefore, staff do not work sufficiently in partnership with parents and other providers to obtain and make use of information about children's interests and learning. Consequently, they do not provide sufficient activities or resources to support children's interests and development needs, or to complement what they are learning in other settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the equipment used for the purposes of the childcare are safe and suitable for that childcare, this is with particular reference to ensuring that children do not take part in activities or experiences that are classified as unsuitable for them (compulsory part of the Childcare Register)
- ensure that the equipment used for the purposes of the childcare are safe and suitable for that childcare, this is with particular reference to ensuring that children do not take part in activities or experiences that are classified as unsuitable for them (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY420873
Local authority	Staffordshire
Inspection number	852156
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	50
Name of provider	Jozone Kids Club Limited
Date of previous inspection	24/11/2011
Telephone number	07966 282431

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

