

JPAC Ltd @ Kirkstead School



Kirkstead Junior School, Kirkstead Road, Pinxton, NOTTINGHAM, NG16 6NA

Inspection date	28 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Arrangements for the supervision and mentoring of staff are not yet fully in place. Staff do not receive training and support which is focused on improving their practice and ensuring the ongoing improvement of the club.
- Staff do not make full use of opportunities to share all relevant information about children with the host school and parents, in order to support better continuity between settings.
- Staff do not provide enough support for children to develop new skills, and build on what they know and can do as they play.

It has the following strengths

- Staff have a consistent approach to managing behaviour. Children understand staff's expectations and the rules of the club. They learn to share and take turns.
- Children are supported to understand how to stay healthy. They benefit from being able to use the school playground for outdoor play and have opportunities to participate in physical activities. For example, children enjoy playing football and tennis with staff.
- Children are listened to and respected. They share their ideas and are actively involved in planning future activities.
- Staff evaluate their practice. They obtain feedback from parents and children to help them identify areas for improvement. As a result, staff have identified some areas of the club they wish to change and are taking action to make improvements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ give staff the support, coaching and training they need to continually improve their practice.	30/11/2016

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

- strengthen the two-way flow of information with the school and with parents about children's individual care needs, in order to better support continuity between settings
- support children more effectively to practise new skills and build on what they already know and can do as they play.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked with the staff, children and the senior manager at appropriate times throughout the inspection.
- The inspector looked at all areas of the building used by the children.
- The inspector looked at documentation, including a sample of children's records, planning and evidence of the suitability of staff.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers and staff have plans to improve the club. However, the provision requires improvement because some significant areas of weak practice have still to be fully addressed. For example, the senior manager has not yet implemented effective procedures to supervise and mentor staff. Safeguarding is effective. Staff have a sound knowledge of the action to take if they are concerned about a child's welfare. Additionally, thorough recruitment and vetting procedures are followed to check the suitability of staff. Staff make good use of the space they have. Children have access to a range of resources, which they access freely. Staff carry out regular risk assessments on the areas children access. They ensure the building is secure and children's safety is maintained. Parents speak highly of the staff. They are happy with the care and support they provide.

Quality of teaching, learning and assessment requires improvement

Staff are not supported well enough to develop their own skills, so that they can make the most of opportunities to build on what children already know and can do or help them to develop new skills. As a result, children do not always receive the support they need to gain as much as possible from the activities they take part in. Staff do, however, put high emphasis on supporting children to become confident communicators. They play alongside children and chat to them about their day. Staff encourage children to share their experiences and say what they have been doing. For example, children enjoy sharing the highlights of their day during show-and-tell time. Children enjoy choosing from a range of resources and activities indoors and outside, which interests and entertains them. For example, children enjoy weaving activities or having fun creating structures with building blocks. Staff take account of the interests of the children. They plan special events throughout the year to celebrate different occasions, such as the Olympic Games.

Personal development, behaviour and welfare require improvement

Staff do not take advantage of opportunities to share information with parents or the schools that children attend. As a result, they have not fully developed a successful process to support continuity of care for the children. Children are supported to develop confidence and independence. They are reminded to hang up their coats and bags, and enjoy making their own sandwiches and wraps to eat at teatime. Staff actively promote equality through their daily practice. Children are supported to recognise the needs of others and to understand the impact their actions can have on other people. Staff help children to learn about their own community and the wider world. For example, children enjoy tasting croissants from France and reading books about different cultures and religions. Staff are sensitive to the emotional needs of children. They encourage older children to be helpful to younger children. For example, older children confidently support their younger peers to make friends and manage routines and boundaries. This supports new children to settle quickly and develop their confidence. Staff support children to explore their natural environment. They encourage them to assess danger and take manageable risks. This supports children to learn how to keep themselves safe and to develop confidence and self-awareness.

Setting details

Unique reference number	EY482043
Local authority	Derbyshire
Inspection number	991245
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	24
Number of children on roll	8
Name of registered person	JPAC Limited
Registered person unique reference number	RP901134
Date of previous inspection	Not applicable
Telephone number	07971957839

JPAC Ltd @ Kirkstead School was registered in 2014. The out-of-school club employs four members of childcare staff, all of which hold an appropriate early years qualification at level 3 or above. The out-of-school club opens Monday to Friday, during term time. Sessions are from 7.30am until 9am and 3.15pm until 6pm. Children attend for a variety of sessions.

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.

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