

# Just William Club

William Levick Primary School, Smithy Croft, Dronfield Woodhouse, Dronfield, Derbyshire, S18 8YB

<b>Inspection date</b>	10/11/2014
Previous inspection date	06/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff have a good understanding of their responsibilities for protecting children. They implement effective safeguarding and child protection procedures, which help ensure children are safe within their learning environment.
- Staff provide a positive environment in which children settle well and make new friends quickly. Children's work is valued and attractively displayed, so that they develop a strong sense of belonging.
- The club works closely with parents and school to complement children's learning experiences. Consequently, children make good progress across all areas of learning.
- Staff plan around children's interests and what they enjoy. They involve the children and listen to them carefully. This supports children's motivation to learn and develops their self-confidence.

### It is not yet outstanding because

- Staff do not always make the most of techniques, such as skilful questioning and discussion, to explore in detail children's ideas and knowledge, so that they make even swifter progress.
- The monitoring of staff's practice is not yet sharply focused in order to identify high-quality teaching, so that children reach the highest levels of achievement possible.

## 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 children's activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the children during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed with the manager the club self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julie Thorpe

## Full report

### Information about the setting

Just William Club was registered in August 2004 on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. It operates from the William Levick Primary School in Dronfield Woodhouse. The club has access to a reception area, a base room, which includes the kitchen area, library, baking area, and the main hall. There is an enclosed area for outdoor play. The after school club primarily serves William Levick Primary School. There are currently 40 children on roll, eight of whom are in the early years age group. The club opens five days a week from Monday to Friday. Term-time sessions are from 7.45am to 9am and from 3pm to 6pm. There are five part-time staff who work with the children. Of these, three have early years qualifications at level 3 and two have an early years qualification at level 2. The club is a limited company and receives support from the local authority.

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

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

- extend children's learning further by helping them to share their knowledge and ideas through techniques, such as skilful questioning and open discussion with other children
- extend the monitoring of staff practice to ensure the high-quality of teaching already achieved is sustained in order to raise children's attainment to the highest level.

### Inspection judgements

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

Staff work closely with parents to obtain information which supports children to settle well in the club. Children's likes and dislikes are gathered from an All about me form, and the information is used effectively to provide children with activities that they enjoy. On entering the club, children choose the activities for the evening. The staff are aware that children have spent most of the day in school and are mindful of providing activities and opportunities that complement their learning in a fun and informal way. For example, children use mathematical skills when baking, such as counting the bun cases, and staff support them with simple multiplications and divisions during small-group activities. Children show respect, take turns and cooperate with their peers, for example, they listen carefully to the instructions read by an older child and they wait their turn when mixing the ingredients for their buns. Children's independence skills are supported well. They know the routines of hanging up their coats and leaving their belongings in the cloakroom area. They know to remove their outdoor shoes when playing in the hall and remind younger

children when they forget. As a result, children are confident, independent and developing good cooperation skills that effectively build on their learning in school.

Staff value the daily information they gather from parents and the school staff. Parents are encouraged to bring the children to the club before their first session. This enables the children to get to know the staff, other children and the routine. Staff share the school planning termly, and complement the children's learning by providing a variation of activities around subjects that they know the children are being taught. They show interest when children discuss projects that they are involved in and value the children's knowledge. For example, they look at a map of England and pinpoint destinations where children have travelled. However, on occasion, during these discussions, staff overlook opportunities to enhance children's learning further. For example, they do not always use skilful questioning or encourage other children to share their knowledge and experiences about different modes of transport, so that children gain a greater understanding of the environment around them.

Children have opportunity to select resources of their choice and they help to get out their preferred activities. Staff provide a quiet activity each evening and know which children require extra reassurance to enable them to join in. They gently coax them to try out the other activities in small groups. They sit close to the younger children and offer additional support or adapt activities if required. For example, children that are unsure about what they would like to do are taken to the resource room and given a full description of activities and games available to support them make their choice. As a result, children are engaged, motivated and interested in learning new skills.

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

The club provides a positive play and learning environment where children demonstrate a good sense of belonging. Children show great pride in pointing out their creative art work, which is effectively displayed, so that parents can see the full range of craft activities they take part in. Face-to-face discussions take place daily with parents to support children's changing interests and, subsequently, ensures that children's individual needs are met. Children describe the club as somewhere special to meet all their friends. They are very polite and supportive of each other. Children cooperatively share resources and older children show understanding and kindness towards younger children. They discuss and think about children that are less fortunate than themselves. For example, they take part in events and activities to raise funding for charities, which helps to support their understanding and awareness of differences. Children have the confidence to ask for further explanation of why we need to wash our hands. Staff clearly explain the importance of good hygiene preparation before baking, so not to spread germs. As a result, children learn good self-care and hygiene skills. Staff encourage the children to think of each other's needs and the difference in their age range as they support children in their play. They are effectively reminded about their behaviour and the club rules, to which they contribute suggestions and add new rules as incidents arise. They receive lots of praise and encouragement and staff are consistent in their approach to managing behaviour. As a result, children's behaviour is good.

The children are actively involved in deciding snack options and understand the need to have a healthy balanced diet. They clearly enjoy the social aspect of snack time and offer help to prepare and clear away. Children pour water for each other and independently help themselves to a variety of healthy and nutritious snacks. Staff sit with the children as they leisurely discuss their day at school. As a result, children learn to express their views and confidently contribute to the conversation. Children proudly announce how well they are doing with their projects in school. They explain to the younger children that they will do similar projects when they get older and engage well with each other as a small group. The staff know the individual children very well. A key-person system is loosely followed as all children make strong bonds with the regular members of staff. This level of peer support and adult guidance offers reassurance and boosts the confidence of the younger children, thus supporting their emotional well-being.

Children's physical development is promoted well and children have access to fresh air daily. Staff support children with their choice of activities and actively engage with the children when requested. They know when to leave the children to play creatively without adult intervention. For example, children that decide to build a children-only den are watched from a distance. Children's welfare is effectively promoted as staff use daily risk assessments to identify and minimise potential risks. Children understand safe risks and follow simple rules to keep each other and themselves safe. For example, when playing with balls in the hall they know to use the sponge balls and when other staff walk by the ball has to be held safely in your hands. Consequently, children are learning to manage risks in their play and are developing good skills for the future.

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

The manager supports staff well. She fully understand her role and responsibility to ensure children's safety through robust recruitment procedures, which include references and suitability checks. Staff have a secure knowledge of child protection and safeguarding procedures, and know what to do if they have concerns about a child in their care or if any allegations are made against a member of staff. Improvements have been made since the last inspection and an effective policy and procedure has been put in place to ensure younger children's safety. For example, they are escorted to the club from their classroom and are always within sight or hearing of a staff member. Staff ensure that the environment is secure and check that exit doors are locked. Parents ring the bell to gain access the club and passwords are used for added security when other family members collect children. Staff all undertake paediatric first-aid training and have achieved a three-star rating for their food hygiene practice. As a result, children are effectively kept safe.

Staff know the children well and provide them with good quality care and learning that meets their individual needs. The manager monitors the learning and development of the younger children to ensure that the planned activities give them a broad range of experiences to support their good progress. The manager and staff have updated the self-evaluation form, which includes information obtained from a new parent questionnaire and

ideas from the children. Staff exchange information with the manager daily and a buddy system has been implemented to support newer members of staff in their development. More formal supervision is taking place termly. However, these are not yet sharply focused to enable staff to share their skills and reflect on each other's practice, building on the already good teaching that takes place.

Staff have good relationships with parents. They inform them about their children's learning and development and offer them ideas about how they can continue with their children's learning at home. Parents spoken to on the day were very complimentary about the care and learning their children receive. They say that the club inform them daily of their children's achievements, both in school and at the club, and offer a safe place for their children to socialise and make strong friendship. The club has its own notice board which notifies parents of any planning and activities taking place. Staff are asked to attend the school intake meetings to inform new parents and children about the service they provide. The manager and staff work closely with the local authority support officer to develop plans for improvements to their service.

### **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	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

<b>Unique reference number</b>	EY294068
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	962781
<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>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Just William Levick Kids Ltd
<b>Date of previous inspection</b>	06/12/2013
<b>Telephone number</b>	0114 2890015

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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, 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.

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