

Inspection of Jeli Childrens Club

Crawley Down C of E Primary School, Hophurst Drive, Crawley Down, Crawley,
West Sussex RH10 4XA

Inspection date:

4 September 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive excited to begin their session at the club. Staff gently guide children, such as reminding them where to put their belongings and to wash their hands before they sit down to eat their snack. Children readily follow the instructions staff give to them. Children immerse themselves in the wide range of activities and experiences that staff arrange for them. This includes making bracelets and creating collage pictures for their display board. This helps children to engage well during their time at the club.

Staff ensure that they deploy themselves well so that they can supervise children and respond promptly when they need support. For instance, as children spend time playing on the outdoor equipment, staff show them how to use it properly. This enables children to develop an understanding of how to keep themselves safe.

Staff support children effectively to learn how they are expected to behave at the club. For example, they ask children for their ideas of what they think should be the club rules. This gives children opportunities to have their voices heard and to show their understanding of what positive behaviour looks like.

What does the early years setting do well and what does it need to do better?

- Leaders work in partnership with parents and the school in order to offer a service that meets children's needs. This helps leaders to arrange the environment so that it provides children with a range of activities and experiences, such as making crafts and engaging in role play with staff and their friends. Children enjoy choosing what they would like to do with gentle help and support from staff.
- Leaders implement effective strategies to keep children safe. For instance, they track children's attendance and are prompt to speak to school staff and parents if a child is absent without prior notification. They also ensure that staff communicate well with each other when children move between the outside and inside areas. This promotes children's safety and well-being.
- Staff engage well with children. For example, they clearly explain activities to children so that they understand what they need to do. Staff spend time supporting them to complete their chosen activities. They help children to build on their range of skills, such as teaching them painting techniques to create different effects. Children respond well to these interactions. This enables them to focus their attention and practise new skills.
- Overall, staff know children well. They spend time getting to know children and their families during settling-in sessions. They also regularly speak to parents at pick up times, which promotes a two-way flow of information sharing. However,

at times, they do not always ensure that they gather sufficient information before children start at the club. This does not fully enable staff to know how they can help new children to settle.

- Staff follow children's interests during their time at the club, such as building dens. Staff know when to provide support and when to give children time to work things out for themselves. This gives children opportunities to develop their resilience as they persevere in their tasks. This enables children to learn how to solve problems for themselves.
- Staff report that they enjoy working at the club. Leaders provide effective support for staff to develop their practice. For instance, they encourage staff to complete additional training that is relevant to their roles and responsibilities, which helps to promote their practice.
- Parents praise the club for the excellent service they provide for children and their families. Children are happy and enjoy attending. They excitedly talk to their parents about the different activities they have enjoyed at the club. Staff are helpful and attentive, and they provide good support for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY363856
Local authority	West Sussex
Inspection number	10351197
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	40
Number of children on roll	109
Name of registered person	Jeli Childrens Club Partnership
Registered person unique reference number	RP527421
Telephone number	01342 713 292
Date of previous inspection	15 October 2018

Information about this early years setting

Jeli Childrens Club registered in 2007. It operates from Crawley Down Village School in West Sussex. The club is open each weekday during term time from 7.45am until 8.45am and from 3pm until 6pm. There are eight members of staff who work at the club, one of whom holds a level 6, three hold a level 3 and two hold a level 2 qualification in childcare.

Information about this inspection

Inspector
Hayley Kiely

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the owner about the leadership and management of the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The owner showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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