

Eureka Before and After School Club

Inspection report for early years provision

Unique Reference Number	EY367776
Inspection date	24 June 2008
Inspector	Sharon Waterfall
Setting Address	Stretton Church of England Primary School, Stretton Avenue, COVENTRY, CV3 3AE
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Registered person	Willenhall Community Forum Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Eureka Before and After school club registered 2008 and operates from rooms within Stretton Church of England Primary School. It is open term time only from 08:00 until 09:00 and 15:00 until 18:00, Monday to Friday.

Children have use of the hall, ICT suite, reception, library area, year three and four classrooms and an enclosed outdoor play area. The setting is registered for 24 children aged four to under eight years at any one time and currently has 12 children on roll. The setting supports children with learning difficulties and/or disabilities and those for whom English is an additional language.

They are cared for by three staff, all of whom hold relevant early years qualifications. They are supported by development workers from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Information sought from outside agencies and children's opinions have led to improved nutritional meals and drinks being provided for the children, which promote their health and well-being. In the mornings the children have a choice of healthy cereals and toast with fruit always available. In the evenings they have a slightly more substantial meal that staff plan in advance to ensure it is balanced and nutritional. Many of these are cooked and prepared on the premises and incorporate fresh vegetables, salad and fruit options. The children are very involved with food preparation as they make their own pitta bread pizzas and decided to include noodles to the menu after a food tasting session. Drinks are available throughout the sessions and children are encouraged to help themselves when required. Effective systems are in place to ensure that children's individual dietary requirements are met.

Written and practical procedures promote children's health and well-being. Staff hold current first aid certificates, ensuring that they can act immediately in the case of an accident or medical emergency arising. Policies and procedures are shared with parents, such as the sick children's policy and information is sought from them regarding children's health ensuring appropriate action is taken when children are ill, to prevent the spread of infection. Children are encouraged to be independent in their care needs, with constant reminders from staff to wash their hands.

A good range of physical play opportunities are available to the children throughout the session and are age-appropriate. For example, the children use an adventure play area in the school grounds to develop large muscle skills as they climb, balance, weave and slide. Sports equipment such as tennis games, badminton and footballs support team game play and skills in hand and eye coordination, kicking, throwing and catching. Inside a dance mat provides movement to music and helps children to listen to rhythms changing direction and speed. Smaller skills in using one handed tools, such as manipulating materials and joining materials within craft and construction, are planned into the activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Areas for play within the school are adapted and organised to meet the needs of the children during the sessions, depending on their choice of activity. When weather permits use is made of the outdoor area including playgrounds and playing fields. Use of these areas provide children with opportunities to run around and use large climbing equipment. The care rooms are well laid out to promote child-initiated learning and children's requests to move areas and activities are facilitated through discussions within the group. The children have independent access to a large range of interesting and stimulating resources supporting their independence and decision making skills.

Children's safety and welfare is a priority for staff and risk assessments of the activities and play areas have been completed. The children are secure within the school buildings and grounds, with any visitors either entering through reception or by admittance by staff and all visitors sign in and out. The children move around the rooms safely and freely, using a good range of well maintained resources. Staff supervise children well through other parts of the school and the ratio of staff to children are always met. Emergency evacuations are completed by the

group, however their own emergency evacuation procedures are not displayed during hours of operation compromising the effectiveness of the system.

The child protection policy is up-to-date and reflects current legislation and staff attend ongoing training to ensure their knowledge is also up-to-date. However, staff are unclear of whom to report concerns to due to being situated within a school which compromises the immediateness of referrals. The designated person within the setting for child protection is very experienced in this area ensuring that overall children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children benefit from a range of extremely interesting and stimulating activities that are planned in advance by staff using appropriate curriculum guidance. However, staff are aware of the importance of the planning being flexible and activities being led by the children and their interests. For example, leading from the children's interest in a dance movie the staff facilitated the children in downloading music onto a laptop and burning their own compact disc of favourite dance songs. Staff then invited a very popular televised dance crew to instigate a dance workshop with the children who thoroughly enjoyed the experience. During inspection the children excitedly described what they did and how good they were at break dancing.

The ability of the children to lead their activities and to be encouraged in their own interests builds their self-esteem and enables them to shine in areas they are good at, raising their confidence. Children are able to link activities on their theme such as children interested in cooking help staff prepare vegetables for meals, use computer games to organise and pretend to run a restaurant and lead other children in baking and cooking activities. The children have many opportunities to be involved in experimenting with foods, from making fresh fruit smoothies to making pizzas for their meals.

Creative activities enable children to explore texture and form using all of their senses such as fragrant play dough in a variety of colours, experimenting with paper to make flowers and aeroplanes and making clothes from bin bags and art materials. These are excellent activities for children to use their design skills, problem solve and negotiate and discuss ideas. A resource that the children use in fabulous ways are catalogues and have been used for them to use to create their wish lists, fashion designs and the furniture for the insides of three dimensional model houses they made.

Helping children make a positive contribution

The provision is good.

The group provides parents with a range of information about the service provided including a prospectus and a regular newsletter. Many parents are familiar with the registered provision and are signposted to relevant agencies and authorities to assist with family matters and for some this contact is on-going. On a daily basis staff discuss issues relating to the children with their parents ensuring up to date information sharing.

The children behave well, they are secure and respond well to the daily routines as they are encouraged to be fully involved, such as setting the table for meals and preparing food. Lots of positive praise is used by staff during activities and when children have been helpful. The children interact well together sharing and taking turns with resources and activities. Older children are given opportunities to cascade their knowledge and interests in supporting younger

children and peers, for example children enjoy cooking activities led by an older child. Children benefit from staff who are excellent role models for behaviour and through the value they show of children's opinions, ideas and suggestions. This supports children's developing self-esteem and confidence in decision making.

The children are valued as individuals and their ages and interests are taken into account when planning activities. Evaluation forms and questionnaires are completed by the children enabling them to express opinions about what they wish to do within the sessions. In addition a wish list has been created by them for discussion about expanding the resources to include specific activities that they are interested in. The activities are planned using the six learning areas of the foundation stage ensuring that they cover a range of learning areas appropriate to the ages of the children.

Staff are proactive in supporting children with learning difficulties and/or disabilities to ensure that all children are fully included and all their needs are met. The children are beginning to understand about the diversity within the wider community and about respect for others beliefs through a fun range of activities such as listening to stories, food tasting and craft activities linking into a variety of cultural festivals.

Organisation

The organisation is good.

Children's care is enhanced by the staff who have regard for their well-being and are good role models. They work hard to ensure children enjoy their leisure time and benefit from the time they spend in the club. The staff work together and include the children in planning activities to ensure they are age-appropriate and of interest to the children. Staff are supported by a management team with experience in the childcare field ensuring that the operational plan is effective in promoting children's care.

There are suitable recruitment and induction procedures ensuring staff are suitable to complete their roles. Staff appraisals take place annually with half-termly interim supervision meetings to ensure staff's training and other needs are regularly considered. These help make sure that children are cared for by staff who are enthusiastic, keen to develop their skills through training and are consistent in their approach. Overall children's needs are met.

Improvements since the last inspection

Not applicable as this is the first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff are made fully aware of the referral procedures relating specifically to the setting's policies and procedures in child protection
- ensure that emergency evacuation procedures relating to the setting are displayed in hours of operation.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk