

Earlyworld Club

Inspection report for early years provision

Unique reference number	511153
Inspection date	29/01/2009
Inspector	Juliette Jennings
Setting address	Oxon Primary School, Racecourse Lane, Bicton Heath, Shrewsbury, Shropshire, SY3 5BJ
Telephone number	01743 363310
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Earlyworld Club is one of a number of nurseries and out of school clubs owned and run by Earlyworld. It opened in 1998 and operates from five rooms in a purpose-built building on the site of Oxon Primary School, Shrewsbury. Children have access to the large school grounds for outdoor play. The group also has use of the school's toilets, library and hall. It is open each weekday from 15.00 to 18.00 during term time and from 08:00 until 18:00 during the school holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the club at any one time. There are currently 84 children aged from four years to under 11 years on roll.

There are five members of staff, four of whom hold appropriate early years or playwork qualifications. One member of staff is working towards an appropriate qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Earlyworld Club has effective systems in place so that all children can enjoy a relaxed, child-initiated time with friends in a familiar environment after a busy day at school. Children thoroughly enjoy their time in the setting and are consistently well-enabled to access interesting, motivating opportunities that keep them actively engaged. Children's safety is ensured because staff implement thorough and detailed procedures effectively on a daily basis. Consistent and developing links with parents and other providers mean that children's care and ongoing learning is supported appropriately. The staff and management team have some formal systems in place for highlighting ideas for continuous improvement and implementing these ideas. In addition, staff maintain a positive interaction with children, parents and other providers so that a consistent approach is enabled and outcomes for children are maintained and progressed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to implement the systems for undertaking sensitive observational assessment in order to plan to meet young children's individual needs within the Early Years Foundation Stage
- develop further the already strong partnerships with parents, and current and previous providers, to ensure a consistent approach for progress towards the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and/or who has parental responsibility for the child (Safeguarding and promoting children's welfare).

28/02/2009

The leadership and management of the early years provision

The management and staff team work very well together and implement strong systems so that all children are recognised as individuals and are enabled to enjoy age-appropriate activities during their relaxation time. Staff recognise the importance of the value of play and seek to fully enable children to enjoy all aspects of learning and development in child-friendly activities. Thorough and robust systems are in place to ensure that adults who work with children are suitable to do so.

The system for self-evaluation is effective in identifying strengths, weaknesses and areas for improvement, with a current focus on implementing the learning and development aspects of the Early Years Foundation Stage. Other internal quality checks, advice from local authority support and ongoing internal and external training opportunities help to continue to improve outcomes for children. The club operates smoothly on a day-to-day basis, with staff fully aware of their individual roles and responsibilities.

Children are supported consistently by staff who are relaxed, calm, friendly and recognise the importance of opportunities for some relaxed time after a busy school day. They know individual children well and are fully supportive of individual preferences, likes and dislikes so that consistent care is enabled. Systems to support individual learning is currently informal in relation to ongoing assessments and do not fully cover all learning areas as yet. However, staff are looking forward in relation to devising a system which will work effectively for the children attending. At present, children have a role in decision making about weekly planning, commenting on what they would like to work on or develop into a theme.

Partnerships are well established and ensure each child's needs are fully met. There is a good two-way flow of information between parents and the teaching staff in the school so that club staff have a sound understanding of any issues on a daily basis. There is scope for formalising the relationships with teaching staff in order to ensure that a consistent approach is implemented to cover all areas of development and ensure children's good progress towards the early learning goals.

The quality and standards of the early years provision

Children are recognised as individuals by all staff and supported to make choices about what they want to do. They access favourite resources and continue the learning that they start in school. For example, children have spent some time developing their learning of aircraft and airports which has developed into a complex role play involving a large number of children. Children are involved in

monthly broad planning and have a say in what they would like to do. In addition, activities and resources are fully available within the rooms on a daily basis. Systems for assessment are currently largely informal, though staff do know children very well and work closely with parents to ensure consistency of care.

Children benefit from a well-organised and interesting environment, both indoors and outdoors. They have opportunities to climb, balance, move around freely and play with balls and other equipment in the large outdoor area. The routine is organised so that children have access to this environment on a daily basis as part of the routine. Children enjoy healthy snacks and drinks which are provided throughout the session and are able to take a drink whenever they wish because jugs of water or juice are available at all times.

Robust and effective systems are in place and implemented by all staff to ensure that children are safe and secure whilst attending the setting. Systems for security include checking visitors for identification and securely locked doors. Procedures to safeguard children reflect current good practice guidance and all staff have accessed safeguarding training either externally or as part of company training and this ensures that they would know what to do if they had a concern about a child. This is further supported in the strong partnership with parents and other agencies which means that staff have a good understanding of individual children and their families.

Children enjoy a colourful and stimulating environment, with staff using available space well to ensure that there is good access to a range of resources and equipment on a daily basis. Good use of colourful displays and availability of age-appropriate, stimulating resources means that children enjoy a child-orientated space. Children are supported to develop role play games, sit quietly to draw, or actively take part in displays of their own work. They spend time with their friends, quietly chatting or looking at books.

Children are encouraged to respect the thoughts and feelings of others, share and take turns and develop good manners in their interactions with other children and adults. They are able to make choices about what they want to do within the routine of the day. Children become aware of the wider world through discussions, themed work and access to positive images in toys and resources.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.