

5 Star Club

Inspection report for early years provision

Unique reference number EY374024
Inspection date 08/05/2009
Inspector Aileen L King

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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 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

The 5 star Club is one of three settings run by Beaver Childcare Ltd. It operates from a mobile classroom with stepped access within Bishop Ellis RC Primary School, Thurmaston, Leicestershire. There are links with the Early Years Foundations Stage in the school on site.

The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 43 children on roll and of these six are in the Early Years Foundation Stage age range.

The setting provides out of school care and is open daily during term time, from 07:30 to 09:00 and from 15:30 to 18:00. Children come from the local community and surrounding area. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

Four staff are employed. All hold relevant qualifications in early years.

Overall effectiveness of the early years provision

Overall provision is good as the 5 Star club meets the needs of the children well, providing a caring and welcoming atmosphere before school and at the end of the day. All children are encouraged to be active participants and are fully included in the range of activities provided. The range of opportunities offered to the children acknowledges their interests and views, and effectively support their learning, especially their physical development. As the club is well organised and regularly evaluates its provision to identify any areas for development, the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- enhance staff expertise in supporting children with learning difficulties and disabilities
- provide more opportunities for children to develop their creativity and investigative skills in the outdoor area.

The leadership and management of the early years provision

Self-evaluation of the provision is detailed and comprehensive, It explains clearly the effectiveness of the provision combined with an ethos of supporting the uniqueness of each child. There are policies and procedures in place which ensure children's safety and well being. For example, there are procedures for registration, when a note is taken of children as they arrive and the staff make

sure children wear their coats if there is a chance of rain.

The parental partnership is strong, Parents' and carers' opinions are reviewed to ensure continuous improvement of the provision. Parents say they feel staff are friendly and approachable. They are kept well informed about what the children have been doing and any incidents or concerns. Information for parents is displayed clearly. The 5 Star Club recognises and values the significance of the partnership with parents, carers and their children.

Good links have been established with the Early Years Foundation Stage in the school on site and with outside agencies. These provide support for children's learning and development if they have particular needs. To enhance this work further there are plans to develop staff expertise more fully in this aspect.

The quality and standards of the early years provision

Good attention is paid to the needs of children as the club is well organised with a range of activities readily available and a healthy breakfast provided. Choices include cereal, fruit, yoghurt and fruit juice, which helps to promote an understanding of how to eat healthily. Similarly after school the children can have a snack before they go home.

The club is made comfortable for the children to relax after the school day and photographs indicate the range of activities the children enjoy. Topics cover the children's pets and 'WOW' moments when they are engaged in activities outdoors. There are good levels of interaction in the club and as the children arrive happily, each is welcomed individually. The children play contentedly together. They co-operate and show respect for each other.

Good opportunities are provided in incidental activities to promote learning and development in a fun environment, such as talking about 'halving' as play mats are folded away. There is a busy atmosphere as children arrive back in the club after school, when they are offered a refreshing drink, before choosing to go outside, which most do. Activities outside effectively help the children to develop their physical skills, refining control and co-ordination, whilst playing safely. The staff have already recognised that at times, when the children are outside, there is limited opportunity for them to develop their creativity.

Children behave very well, because they have devised, know and understand the rules of the club and how to behave towards each other. They are enthusiastic and especially keen to get outdoors, chatting as they get ready. However children make a positive contribution to the club as their suggestions for what they would like in the club are noted. They are helpful and offer to prepare snack time and set the tables.

These activities and other incidental opportunities are used well to develop the children's understanding of problem solving, using mathematical language and engaging in conversation and sharing their ideas. Staff keep notes about the

children's involvement in activities and use these and other relevant information to plan a programme which accommodates the children's needs and interests.

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

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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