

# The Five Star Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY273967
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Christine Millett
<b>Setting address</b>	Ellison CP School, Ellison Street, Newcastle, Staffordshire, ST5 0BL
<b>Telephone number</b>	01782 297680 or 297684
<b>Email</b>	
<b>Type of setting</b>	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 Five Star Care Club is run by a voluntary management committee. It opened in 2004 and operates from two rooms within Ellison Primary School in the Wolstanton area of Newcastle-under-Lyme. Links have been established with the school. Disabled access is provided. A maximum of 32 children may attend the out of school at any one time. The club is open each weekday from 07:30 to 08:45 and 15:15 to 17:45 during school term times. All children share access to a secure, enclosed outside play area.

The setting is on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. There are currently 52 children from four to 11 years on roll, ten of whom are in the Early Years Foundation Stage. Children come from the local area. The setting is able to support children with learning difficulties and/or disabilities.

The committee employs eight staff on a part-time basis. There are five members of staff who have early years qualifications. The setting receives support from the early years advisory team.

## Overall effectiveness of the early years provision

The quality of the setting is good. Five Star Care Club makes good provision for the needs of all children because staff know their individual abilities and interests and offer a wide range of interesting and stimulating activities. The safety of children has a high priority for all staff and procedures are followed rigorously. There are good links with parents who feel their children are very well looked after. The setting is inclusive and children are extremely happy and settled. All issues from the previous inspection have been addressed and the setting has good capacity to improve further.

## What steps need to be taken to improve provision further?

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

- ensure all staff are involved in self-evaluation processes
- use assessments to measure children's progress against the early learning goals.

## The leadership and management of the early years provision

Leadership and management of this out of school provision is good. There is a strong sense of commitment among staff to ensure that the club runs smoothly on a day-to-day basis as well as a clear focus on ensuring children make good progress in a fun and safe environment. They work well as a team, all having a clear understanding of their roles and responsibilities. The needs and interests of

the different age groups are well met. Safeguarding is given a very high priority and effective procedures are in place to identify any child who may be at risk. Risk assessments are carried out regularly and policies are reviewed annually. Information about the setting is displayed prominently.

The confidence that parents have in the setting is reflected in such comments as 'Five Star Care Club has always encouraged my children to share and be confident in their own abilities' and 'staff have a lovely, caring manner'. Children's achievements are shared effectively with parents verbally, although this is not followed up further by using a home/club diary. Attractive displays also inform visitors of the work being carried out. The setting has strong links with the school and support services. Staff spend time observing and assessing children as they take part in the wide range of activities. These assessments identify next steps in learning and are shared with teachers in the Reception class, but children's progress towards reaching the early learning goals is not always recorded systematically.

The manager has recognised the importance of evaluating the provision and has started to use self-evaluation to support continuous improvement. Not all staff however are fully involved in the process and its outcomes. Recommendations made at the previous inspection have been carried out fully.

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

Staff are sensitive to the needs of the children when they arrive, be it early in the morning or at the end of a busy day at school. In the morning children arrive at different times and are warmly greeted by attentive staff. Routines are well established and children settle down to a healthy breakfast followed by appropriate activities set out on tables or outside. The after school session begins with a snack time which is a relaxed social occasion where children of all ages sit together and enjoy the nutritious snacks prepared for them. These occasions help them learn about healthy eating effectively. Fresh water is available at all times. Children understand the importance of hand washing as this is reinforced well by staff. Good manners and politeness are also promoted effectively.

Staff have succeeded in creating a very safe environment where risk is minimised. Effective procedures for signing children in and out of the premises ensure children's safety on arrival and departure. The extensive outdoor facilities are very secure and contribute greatly to physical development as well as teaching children how to use equipment safely. Children play within set boundaries where they learn how to look after themselves and help each other. The older children are very caring towards the younger ones. Appropriate action is taken in the event of an accident as staff have up-to-date paediatric first aid training.

Children say they enjoy their time at Five Star Care Club. They are purposefully engaged throughout the sessions and demonstrate positive attitudes to learning. Planning is well thought out incorporating the strengths of the staff and offering a range of stimulating and purposeful activities that follow seasonal and cultural themes. These themes incorporate aspects of all the six areas of learning of the

Early Years Foundation Stage. Planning is also flexible in that it responds well to children's needs. Staff respond positively to requests from children who are consulted periodically on what activities they would like to see at the club. Opportunities exist for child-initiated activities. It is at these times that adults support learning by promoting communication and thinking skills whilst still allowing children to find out for themselves. Children were engrossed in the making of minibeasts whilst discussing the number of legs spiders and bees have. Number, phonics work and reading done in school are helped by the foundation they receive in the club so preparing children for the next steps in their learning. There is one adult-led activity per day such as seed planting, dream catcher making and salt dough making. The role play area, currently set up as a baker's shop, offers many opportunities to develop speaking and listening skills as well as developing economic awareness through buying and selling.

Continuous informal observations take place which enable staff to determine progress being made. These are supported by photographic evidence on display and communicated to parents and reception teachers. Staff make informal assessments as the children play. Parents are pleased with the provision and care their children receive. Five Star Care Club has good links with the local community and also communicates regularly with former club members who now live in Australia. A recent 'Australia Day' expanded children's horizons, introducing them to life in another country.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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