

Earlyworld Kids Club

Inspection report for early years provision

Unique reference number EY217558
Inspection date 11/06/2010
Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Earlyworld Kids Club opened in 2002. It is located within the grounds of a primary school in north Telford. The setting operates from its own premises consisting of five rooms, with access to outdoor play areas. There is ramped disability access to the setting. The Out of School Club opens five days a week all year round. Sessions are from 07.45am to 08.45am for the breakfast club, 03.30pm to 06.00pm for the after school club and 07.45am to 06.00pm during the school holidays.

The Out of School Club cares for a maximum of 40 children, aged from four to eight years, and can accommodate a further 34 places for children from eight to 11 years at any one time. There are currently 53 children on roll, of whom eight are under five years. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five full-time staff and two part-time staff who work with the children. Three have recognised early years qualifications and two staff have play-work qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the activities provided and achieve well in the out of school club. They benefit from the good partnerships between staff and parents and carers, and the host school. All children feel highly valued and fully included in well-planned activities. The manager and staff have a good idea of the strengths of the setting and areas for improvement, and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- explore ways of recording achievement for the youngest children
- develop the use of technology in activities
- develop forest school provision in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well because staff have an excellent understanding of safeguarding and child protection issues. They regularly undertake risk assessments to keep the indoor and outdoor environments safe and

secure. Comprehensive policies, procedures and documentation are fully implemented to ensure children's safety. There are robust recruitment and vetting procedures in place. Parents are aware of the rigorous collection procedures. Staff are deployed well to ensure children are fully supervised, whilst encouraging safe levels of independence. The outdoor environment is fully enclosed and well-maintained. Fire drills are practised regularly and children benefit from the safety rules put in place.

Partnerships with parents and carers are good. They say that the children enjoy coming to the club and have fun as they join in a wide range of activities. Clear, comprehensive information is shared with parents through newsletters, informal discussions and the parents' notice board. Staff are experienced in caring for children with special educational needs and or disabilities and liaise effectively with children's parents and the staff at the school they collect the children from. Children benefit from interesting information provided for families about the daily activities during the holidays. The relationship with the host school is good and the club benefits from the use of its facilities, including the outdoor environment.

The club is well-led and managed. Staff meet together regularly and key workers share their planning and assessments. There are good opportunities for staff development and they regularly attend training sessions. They have a good idea of their strengths and areas for development. Currently they are developing technology in activities, forest school provision and exploring ways of recording achievement for the youngest children. They have made good progress in addressing the recommendations of the previous inspection. In particular, documentation is regularly reviewed and risk assessments are rigorously carried out and carefully recorded. Staff work well together as a team and there are good self-evaluation procedures in place. They are well-deployed throughout the setting and effective use is made of resources to meet the needs of the children. Equality and diversity is actively promoted to an outstanding level and children are fully integrated in activities. All children, including those with special educational needs and/or disabilities, feel fully included in all activities. The views of parents and children are taken into consideration when identifying areas for development. There is a good commitment to future improvement.

The quality and standards of the early years provision and outcomes for children

There are well-planned, purposeful indoor and outdoor activities. Staff have a good understanding of the children's interests and build these into the activities, both before and after school. They evaluate their planning carefully and use the information gained to plan further activities. They are developing systems for monitoring and recording the achievements of the youngest children in their 'learning journeys'. They are also developing technology in activities, such as increased usage of the digital camera.

Children's behaviour is excellent because staff have an outstanding relationship with the children and encourage them to be confident and independent. They play harmoniously together and share their resources sensibly. Festivals, such as

Harvest, Diwali, Christmas and the Chinese New Year are celebrated and enrich the children's experiences. For example, they enjoy dressing-up in costumes, such as saris, and participate in food tasting and dancing sessions.

Children have a good understanding of keeping healthy and safe. It is promoted well, through daily routines, such as snack time. Children learn about healthy eating and making healthy choices. They enjoy making fruit kebabs, fruit salads and smoothies. They safely prepare pizzas and grow their own vegetables to make soup. They take part in a good range of physical activities outdoors such, as football, rounders and bat and ball games. They benefit from golf sessions, led by a coach. Children learn to use equipment safely and make their own car out of a special kit to push around in the outdoor area. They have a good understanding of fire safety and road safety, following talks by firemen and policemen.

Children enjoy coming to the club and achieve well. Their creative skills are developed well and they all have painted self-portraits. They create lovely displays of a summer garden with paintings of ladybirds, symmetrical butterflies and flowers. They cooperate beautifully when playing snooker and enjoy playing table top games with their friends. They develop a good awareness of environmental issues and enjoy going on bug hunts. They are keen to make models and jewellery. Themes, such as 'Carnival' and 'Underwater', result in the creation of colourful fish art work. Children enjoy playing on the games console, however, staff have identified the need to develop the use of technology in activities. Overall, independence is promoted well in the setting and the children enjoy a wide range of activities and trips to Blists Hill and Dudley Zoo during holiday times. They are well-prepared for life outside the school day and future learning experiences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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