

Eatock Care Club

Inspection report for early years provision

Unique reference number 403585
Inspection date 03/11/2010
Inspector Sheila Loughlin

Setting address Eatock County Primary School, St George's Avenue,
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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

Eatock Care Club was opened in 1998 and is run by a voluntary management committee. The provision is located within Eatock County Primary School in the Westhoughton area of Bolton. Children access various rooms, the information and communication technology suite, the school playground and the soft play area. A maximum of 36 children may attend at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 38 children on roll. Of these 26 are aged under eight years and of these six are within the Early Years Foundation Stage. The setting is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

The club is open from 7.30am to 8.50am and from 3.15pm to 6pm each weekday during term time. The provision is also open from 7.30am to 6pm each weekday during the school holidays.

There are six staff, including the manager, who work directly with children. Of these, five hold an appropriate early year's qualification, three of which are at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel safe in this well-ordered and welcoming environment. There have been many improvements since the last inspection, following the appointment of a new manager and new staff. The management has a clear focus on improving provision for all children and has addressed recommendations from the last inspection. Links between the provision and the host school are strong. There are effective partnerships between provider, parents and other agencies which ensure individual children's needs are fully met.

What steps need to be taken to improve provision further?

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

- improve the two way flow of information with parents, this relates to the written safeguarding policy and the guidance explained to parents so that information is consistent.

The effectiveness of leadership and management of the early years provision

Secure systems for recruitment and vetting ensure that all staff are suitable to work with children. Staff develop good relationships with children and the key person knows the children and their families well. The setting works closely with

other schools so that children are well supervised as they walk to and from the setting at the beginning and end of the school day. They are also well supervised during the session. The manager has significantly improved the provision since it was last inspected. Clear policies and procedures effectively underpin the day-to-day running of the club. The safeguarding children policy and procedure is appropriate and effectively implemented. However, there is an inconsistency between the detailed guidance given to parents and the written policy.

The manager has high expectations for the quality of the provision, which she communicates successfully to all staff. Links with parents and carers are informal and well established. Staff take time to talk to parents and carers at the beginning and end of sessions. They make good use of the information they receive from the children's schools during the handover process; information is used effectively to support children's learning and emotional needs. Parents are invited to contribute to children's learning journeys.

Indoor and outdoor areas are carefully managed; staff offer a wide range of resources and plan appropriate and enjoyable activities. Good planning, linked to the school's early years planning, ensures that children enjoy complementary experiences. For example, activities which promote equality and diversity such as their understanding of people from different cultures.

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

Familiar routines give children confidence and a clear sense of security. Staff are calm, caring and consistent in their approach. They have high expectations of children's behaviour, which is good and their attention to personal hygiene. Children enjoy a range of healthy snacks. For example, evening sessions start with a good quality snack of carefully prepared sandwiches, a choice of fruit and a chat with friends and staff.

Children relax easily in this safe and welcoming environment and enjoy the variety of activities provided. They show developing skills as they access a range of educational computer programmes in the information and communication technology suite. These are carefully selected and give pleasure to children. They also have access to televisions, videos, a play station, story books, and writing materials. Children have good opportunities to explore their creative skills as they participate in a choice of art and craft activities, construction, and role play.

Children enjoy rigorous play outdoors and have opportunities to explore their surroundings including the wildlife and soft-play areas. Staff are good at adapting activities to match the current interests of all children. For example, a display of poems, facts and pictures about bonfire night had contributions from all children. Children contribute to the club and their views are valued. They have recently written and displayed a list of behaviour rules for the club and staff consult them before new resources are purchased. Children are cooperative and sociable; those from different schools get on well together.

Observations are made of children's achievements and their progress is recorded. Staff are becoming increasingly skilled at using this information to plan the next steps children need to take in their learning. Staff are quick to recognise and praise good behaviour, manners and achievement.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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