

# Earlyworld Kids Club

Inspection report for early years provision

---

**Unique reference number**

EY414707

**Inspection date**

10/02/2011

**Inspector**

Gill Little

**Setting address**

Eynsham Cp School, Beech Road, Eynsham, WITNEY,  
Oxfordshire, OX29 4LJ

**Telephone number**

01743244600

**Email**

office@earlyworld.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Earlyworld Kids Club (Eynsham Community Primary School) is one of eight settings run by Earlyworld Ltd. It opened in 2010 and operates from the Children's Centre within the grounds of Eynsham Community Primary School, in Eynsham near Oxford. Children have access to an enclosed outdoor play area and use of a large playing field. The school swimming pool is also available for the club to use.

The club is registered to care for a maximum of 20 children under eight at any one time, of whom no more than 12 may be in the early years age range. It currently cares for nine children in the early years age range who receive their main Early Years Foundation Stage provision from the school. The club provides a range of free choice activities to support this. The club is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. The number of children on roll in this age group varies.

The club is open on weekdays during school term times providing a breakfast club from 7.45am until 9am and an after-school club from 3.30pm until 6pm. These sessions are open to children attending the on-site school. During school holidays the club operates daily from 7.45am until 6pm. These sessions are open to children from the wider community.

Some links are in place with the on-site school and Children's Centre to exchange general information. The Children's Centre provides various parent and children's groups and access to a health visitor.

The club employs six staff of whom three hold relevant qualifications, including Qualified Teacher Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this safe, friendly and inclusive club where they are able to make some progress towards the early learning goals. There is an adequate range of resources and activities, and some opportunities for outdoor play. During some sessions there are insufficient numbers of qualified staff, although this has minimal impact on children. Appropriate partnerships are in place with parents although little information is exchanged between the club and the school regarding individual children. The process of continuous improvement is adequate and staff actively seek feedback from parents and children.

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

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

- ensure at every session that half of all other staff in addition to the manager hold a full and relevant level 2 qualification as defined by the Children's Workforce Development Council (Suitable People).

10/03/2011

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

- provide opportunities for children to play outdoors on a daily basis in all weathers
- extend the range of resources available to children to provide them with increased play opportunities and choices
- develop partnerships with the on-site school to maintain a regular two-way flow of information about individual children.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a suitable understanding of safeguarding children procedures, such as possible symptoms of abuse and how to respond to concerns. All staff have appropriate background checks in place or in progress. They follow appropriate procedures in the event of accidents, such as providing an ice pack for bumps and maintaining a suitable record. The club is housed within an attractive, purpose-built environment which is safe and clean, and where children are able to access an adequate range of resources. Staff carry out routine risk assessments to reduce any hazards and they supervise children closely. At some sessions there are insufficient numbers of qualified staff to meet the statutory requirement. Unqualified staff, however, do have appropriate skills to meet children's needs to a satisfactory standard.

Staff adequately promote equality and diversity. They make all children feel welcome and respond to their individual needs appropriately. They offer some resources which reflect diversity, such as dressing-up clothes and books, to help children develop a positive attitude to people who are different from themselves.

Appropriate partnerships are in place with parents. An information board in the foyer provides some details about the club and the planned weekly activities. Staff welcome parents warmly and talk to them daily about their children. They make parents aware of children's observation books but do not actively seek to share these on a regular basis. During term times staff accompany children to and from the on-site school. A general communications book is in place to exchange information between teachers and club staff although there is little direct contact or discussions regarding children's individual needs. This limits opportunities to develop consistency or to ensure that activities complement those which children experience elsewhere.

Self-evaluation processes are adequate. Staff talk to each other informally about the effectiveness of activities and to share planning ideas. They actively seek

feedback from children by asking them which activities they would like to do and by responding to their individual interests. Comments forms sent to parents indicate that they are happy with the club and value the activities which children engage in. Future plans for the club are limited although likely to bring about some improvements.

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

Children arrive at the after-school club in good spirits and settle quickly at the snack table after washing their hands. They help themselves to fruit, scones and a drink of squash, and readily chat about their day in school. They demonstrate good levels of behaviour and good manners which are recognised by staff. For example, when a young child asks 'Could someone pass me the jam scones please?' staff praise her for asking in such a pleasant manner. Some children take it upon themselves to help set food out on the table and to tidy up cups and plates, showing initiative and the ability to work cooperatively. They show responsibility in following safety rules, such as waiting for an adult before going out into the foyer area.

Children keenly explore the basic range of toys and resources available which consist of books, pushchairs and dolls, dressing-up clothes, a car mat with cars and a play kitchen. These are set out in some haste by staff before children arrive and, although adequate, are somewhat limited. This reduces opportunities for children to fully explore or further extend their self-chosen play.

Children enjoy snuggling up to staff to share books and listen to stories and benefit from staff's attention to detail, such as talking about the author. They show a keen interest in activities planned by staff, such as art activities, and one child exclaims, 'Yes, I love finger painting!' All the children then settle down to create their own paintings with guidance and support from staff.

Children benefit from the staff's keen response to their individual interests. For example, when children state that they have seen other children in school creating glitter pictures or complain that they miss out on baking activities, staff incorporate these activities into the club's plans. Staff maintain written observations of children's progress and interests in each area of learning and these help to support their planning of resources and activities.

Children are able to play outdoors regularly in the adjacent enclosed garden, although staff do not offer this on days when the weather is poor. This limits opportunities for children to access physical activities and to benefit from the learning environment which the outdoor space and different weather conditions provide.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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](http://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