

Earlyworld Kids Club

Inspection report for early years provision

Unique reference number

EY338464

Inspection date

09/03/2011

Inspector

Jane Shaw

Setting address

Newton Cp School, Kingsway West, CHESTER, CH2 2LA

Telephone number

01244 322232

Email

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.

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
W: 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 is a privately owned and managed out of school club. It was registered in 2006 and is one of a number of settings owned by Earlyworld Limited. It operates from a self-contained unit, within the grounds of Newton Primary School in Chester, Cheshire. Children have access to other areas within the school during holiday periods and to their own outside area and the school grounds for outdoor play. The setting is open Monday to Friday from 7.30am to 9am and from 3.25pm to 6pm during term time. During school holidays the setting is open from 7.30am to 6pm, with the exception of bank holidays and in the week between Christmas and New Year. Children attend from the host school during term time and from several other local schools during the holiday periods.

A maximum of 40 children aged between four and under eight years may attend the setting at any one time. The setting also provides care for children aged between eight and 11 years. There are currently 113 children on roll. Of these, 20 are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six permanent and three relief members of staff. Of these, one holds a qualification at level 4 and six hold a qualification at level 3 in early years. A further member of staff is currently working towards a degree in Early Childhood Studies, and one is undertaking a Qualifications and Credit Framework. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Earlyworld Kids Club provides a fully inclusive and welcoming environment. Staff know each child well and respect their uniqueness and individuality. As a result, their needs are well met and they make good progress in their learning and development. Children's care, welfare and safety are well promoted as a result of effective team working, clear policies and procedures. Overall, partnerships with parents, carers and other early years professionals are effective. Good systems for self-evaluation are in place demonstrating the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning
- enhance the systems for sharing information with parents and carers and involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding children is well prioritised. Staff show a clear understanding of the procedures to be followed in order to safeguard children. Good recruitment, vetting and induction procedures are in place to ensure the suitability of all staff working with the children. Records, policies and procedures are well organised and are effective in supporting children's welfare. For example, staff complete detailed daily risk assessments to ensure that the environment is always safe, clean and fit for use. Full risk assessments are completed on an annual basis and regular fire drills are conducted. Documentation is well maintained in order to promote the safe and efficient management of the setting.

Staff are committed to their role and meet daily to discuss the setting and children. Regular appraisals, supervision and meetings with senior management support them in all aspects of their work. The completion of recommendations raised at the last inspection, robust self-evaluation systems to monitor the effectiveness of the setting and staff commitment to ongoing training demonstrates the settings commitment to driving improvement and embedding ambition. Staff organise the space and resources well in order to provide the children with a fun environment where their learning and development are fostered. Staff have a good knowledge and understanding of individual children's needs and abilities, which ensures that these are met.

Partnerships with parents and carers are good. They have access to a good range of information within the setting. For example, they are made aware of the settings' policies and procedures, which are displayed at all times. Parents and carers spoken to confirm their satisfaction with the setting. Staff feedback to parents and carers as they collect their children. However, not all parents and carers are aware that they can view their child's development book, which impacts on their ability to be involved in their child's continuous learning and development. Partnerships with other early years professionals are good. Communication books are in place, which includes messages and specific issues relating to individual children's welfare needs. These are passed between the setting and teaching staff in the host school on a daily basis. However, these do not consistently include information about activities or individual children's progress and achievements in order to ensure a complementary curriculum and continuity of learning. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

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

Staff have a good understanding of the learning and development requirements and use this knowledge to offer children access to a wide range of activities and experiences. An effective key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. For

example, key persons' conduct ongoing observation and assessments of individual children's progress and achievements, which are then recorded in their developmental records. Children arrive from school happy and eager to participate. Children's opinions are highly valued. For example, children confidently plan for and independently select activities on a daily basis and eagerly make suggestions for the setting's wish list. They freely move between the indoor and outdoor play areas. Children's behaviour is excellent. They share, take turns and play exceptionally well together. Children's achievements are highly valued and celebrated because they are recorded and displayed for all to see on their 'Earlyworld Achievements Tree'.

Snack times are social occasions where children from different classes enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. Children negotiate and make suggestions during play, for example, taking on different roles during a game of pirates. They have a variety of opportunities to write, make marks and use books so their literacy skills are promoted. Children develop good problem solving skills as they use table top activities or build towers and other models. Creative skills are developing well, exemplified when they produce unique individual and group pieces, such as an Easter collage and pretend pancakes. They are engrossed in imaginary play using a variety of small world resources.

Children enjoy healthy snacks, and have access to fruit and drink at all times. They are aware of the need for good hygiene routines, and together with outdoor play opportunities children's health, welfare and physical development are well promoted. Children are encouraged to develop an awareness of their own safety and well-being through discussions, such as stranger danger, and are reminded about the safe use of tools and equipment during their play. The activities and opportunities offered; staff interaction and commitment clearly supports the very good development of children's skills for the future.

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
--	---

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

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

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