

Careclub Ltd

Inspection report for early years provision

Unique reference number	EY239403
Inspection date	20/03/2012
Inspector	Jean Thomas

Setting address	Ladymount R.C Primary School, Portal Road, Pensby, Wirral, CH61 5YH
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Type of setting	Childcare - Non-Domestic

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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

Careclub Ltd opened in 2002. It is one of two out of school provisions registered by Careclub Ltd. The out of school service operates from several areas within Ladymount RC Primary School in Pensby, Wirral. The club is solely for children, who attend the school. The provision is accessible to all children and there is a fully enclosed area available for outdoor play.

Careclub Ltd is open term time, Monday to Friday from 8am until 9am and from 3.30pm to 5.30pm. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time, of whom 40 may be in the early years age group. There are currently 13 children attending who are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Careclub Ltd employs four members of childcare staff. Of these, two hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are effective in ensuring that all children enjoy their time in a fun and safe environment. The needs of Early Years Foundation Stage children are extremely well understood, which significantly contributes to them making very good progress. The strong partnership with parents and the exceptionally close partnership with the host school ensure that each child is effectively supported. Overall, the documentation and the procedures ensure children's welfare needs are met. Self-evaluation processes are in place to review the provision and practice to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance is maintained (Documentation) (also applies to both parts of the Childcare Register). 03/04/2012

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

- develop further systems to promote parental contribution to the children's

- learning and development records
- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

The staff team have a good understanding of safeguarding procedures to effectively protect children from harm. The designated safeguarding officer and other members of staff regularly update their safeguarding training and are confident in their ability to recognise the signs and symptoms of abuse. Systems for recruitment and vetting of staff are robust to ensure that all adults working with the children are suitable. The risk assessments are thorough and include daily safety checks of the registered areas to promote children's safety at all times. Overall, the regulatory documentation is maintained for the safe and effective management of the provision. However, a few inconsistencies were identified in the recording of the children's daily hours of attendance, which is a legal requirement.

The staff team are committed to constantly ensuring the best outcomes for the children. They undertake professional qualification training and attend training sessions to develop their knowledge and skills. Self-evaluation processes include regular team meetings and use of local authority guidance. Questionnaires have previously been issued to parents and children's views are sought. However, these are not being used to the best effect to reflect on practice to identify priorities for development. The recommendation from the last inspection has been fully met by increasing the range of resources, which reflect the diversity of society. These are integral in the range of resources available to children each session to contribute to the nurturing of a positive attitude towards diversity.

The deployment of staff and resources is highly effective. Children are provided with an excellent range of age-appropriate play materials and equipment. These are used extremely well to support children's learning and development, both indoors and outside. Children make decisions about their play and freely access the extensive range of resources, which encourages them to be active learners. The setting promotes equal opportunities exceptionally well. Staff unfailingly treat children with respect and value the uniqueness of each child. This is the basis for building secure relationships and supporting children's very good progress. Highly effective partnerships are in place with the host school and other providers operating from the within school to support children's learning and development and enhance the provision.

The staff establish good relationships with parents, who state that they are happy with the quality of provision. Parents are given good quality information about the provision to ensure that they are aware of practices and organisation, this includes receiving regular newsletters. In this welcoming atmosphere, parents do not feel hurried to leave the club when collecting their child. They feel comfortable to become involved in activities with their child and to exchange information with

staff. The children's learning journals are shared with parents. They are invited to contribute to these records. However, the system in place is less effective in achieving this to further enhance the partnership and involvement in the children's learning and development.

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

Children thoroughly enjoy their time at the setting. They show a strong sense of security and settle quickly when they arrive. Children form close bonds with staff because they are friendly, interested and enthusiastic about what they do and make children feel welcome and value their ideas. Key persons' observations and assessments inform the developmental records, which show next steps planning. The children are actively involved in the compiling of their learning journal and are proud of their achievements. Children contribute to the club's weekly planning of activities. Key persons personalise the planning to maximise each child's engagement and success.

Children have excellent opportunities to explore and participate in an extensive range of activities, which are fun and educational. Outside, the children use resources creatively in role play. They go on an imaginative journey transforming the large outdoor equipment into their pretend vehicle. Children move freely between the indoor and outdoor areas with staff using mobile radio contact with each other to keep everyone informed of the whereabouts of the children. Inside, children show deep levels of concentration as they pursue activities of their choice, including board games, small world play, art work and computer activities. The environment stimulates children's ideas and consequently, learning. For example, children decide to join together two board games. They enjoy the challenge of planning the rules and how the game is to be played. There is a designated quiet area, which is attractively arranged with large floor cushions to offer children a place to relax, talk with friends and staff and enjoy books. The children have excellent opportunities to develop skills for the future in communication, literacy, numeracy and skills linked to information and communication technology.

The children's behaviour is exemplary. Younger children play co-operatively with older children. They learn to be sensitive to the needs of younger children. Children show an excellent awareness of responsibility within the club, such as disposing of the beakers after a drink and returning resources to their storage area after use. The benefit of pursuing a healthy life style is exceptionally well promoted by staff to help children develop positive attitudes to healthy eating and being active. Children enjoy exuberant physical activities outside and if the weather does not permit outdoor activity the school hall is used for energetic play. They respond to their bodily needs and rest and eat as they require. The organisation of the buffet style snack respects children ability to make the decision of when and what they want to eat. Children make choices from the nutritionally balanced snack foods provided. They are regularly involved in planned activities to support their understanding of healthy eating. These include preparing snacks and tasting food from cultures different to their own. The children are independent in their personal

hygiene. They wash their hands at appropriate times, for instance, after playing outside and before eating.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 03/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 03/04/2012