

Eureka Before and After School Club

Inspection report for early years provision

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EY367776

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Inspector

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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

Eureka Before and After School Club registered in 2008 and operates from rooms within Stretton Church of England Primary School. It is run by a voluntary management committee and is one of two settings. Children have access to an enclosed, outdoor play area and use of the hall, ICT suite, sunshine room, library area and Year three and four classroom. The club is open Monday to Friday from 8am to 9am and from 3pm to 6pm term time only. The club serves the local and surrounding schools and special schools and children attend for a variety of sessions.

A maximum of 24 children aged from four to under eight years may attend the club at any one time. There are currently 25 children on roll. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are five members of staff including the manager, who work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 5 in early years, two hold NVQs at level 3 and two hold NVQs at level 2. They receive support from development workers from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Eureka Before and After School Club is a warm, welcoming and fully inclusive environment where children are making good progress in their learning and development. Children enjoy their time in the club and are eager to be involved in a good range of interesting activities that are well planned by enthusiastic and professional staff. Policies and procedures are in place and implemented effectively to safeguard and promote children's welfare, and children demonstrate an excellent understanding of healthy lifestyles. The club has built up excellent relationships with parents and carers and the links with other early years professionals are good, but developing. There are clear systems for self-evaluation in place, which demonstrate the club's good 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 links with other providers of the Early Years Foundation Stage framework in order to fully support children's ongoing learning
- broaden the range of experiences on offer and make the resources more freely available to help children develop new interests and extend their

enjoyment.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the club's safeguarding children procedures, which help to protect children from harm and neglect. Security within the club is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. They clearly understand their role in reporting any concerns. Risk assessments are carried out regularly and staff complete daily safety checks at the beginning of the session to ensure that the environment is suitable. The indoor and outdoor play space is used well and staff are deployed effectively to ensure the best use of resources on site. However, some resources are not freely available at the setting therefore children are not always able to make independent choices. Records that are required for the safe and efficient management of the club are well kept and up to date. The club promotes an inclusive environment where children are fully integrated and staff have a good knowledge of each child's background and needs. Children are encouraged to learn about different cultures and understand the society they live in. Staff are able to identify children who need additional support and they share information with colleagues and parents to ensure that each child receives the support they need.

Parents and carers are heavily involved in decision-making and matters affecting the club through well established and highly inclusive procedures. Parents and children are involved in the self-evaluation by contributing their views and suggestions. There are daily discussions, informative notice boards and parent questionnaires which ensure an excellent level of communication. Parental feedback is extremely positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the club. Staff have also developed good links with the host school, where regular information about children's individual progress and achievements is shared, which ensures continuity of learning, although, links with other providers of the Early Years Foundation Stage framework are still developing.

The club has successfully completed the recommendations raised at the last inspection and maintains sound self-evaluation systems to monitor the effectiveness of the provision. This demonstrates their good commitment to driving improvement.

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

Children benefit from a welcoming and well organised environment and staff that are caring and who genuinely enjoy their roles and responsibilities. Children contribute fully to the daily running of the club by making suggestions about future activities. They are involved in the daily risk assessment and staff value their contributions. Staff know the children well and they observe and assess them as

they play and enjoy a range of activities, using information gained to support each child in planning for their next steps.

On arrival at the club children receive a very warm welcome from staff, who are genuinely interested in their day's news. They spend time discussing their day and get ready to engage in a good range of activities that have been put out in readiness for their arrival. They are aware of the resources available within the club and confidently ask staff for equipment during the session. They are encouraged to make decisions about their own play and to follow their own interests. However, some of the equipment is shared and is stored at the nursery setting. Therefore, children have to request these other resources a day in advance from the specially made catalogue. These resources include digital cameras, video camcorders, computer toys and walky talkies. Children enjoy squirting shaving foam into a bowl and describe how it feels in their hands. They then make marks in the foam by drawing their initials and making scrolling patterns. At the creative table children access cotton and woollen threads to make tapestry pictures and are shown how to knit. Children are proud of their achievements and they take pride in displaying their work. Children have access to the school's computer suite and are able to use this to enhance and support their ongoing learning. Children enjoy being in the fresh air and thoroughly enjoy physical play opportunities each day. The outside play area offers an excellent range of challenging activities, such as a climbing wall and an obstacle course.

Children's behaviour is good. They are polite, well mannered and respond positively to staff's expectations. They have set up their own club rules and children are very respectful of one another. They have a very good understanding of personal hygiene and develop effective habits. The club promotes children's awareness of healthy eating excellently and staff encourage children to eat fresh fruit and a balanced cooked meal every evening which is freshly cooked in the nursery and brought over to the school. Parents say that their children are now able to tell them what food is healthy and what is not. Drinking water is available to the children throughout the session, ensuring they remain hydrated.

Children develop an understanding of the wider world through activities, discussion with staff and through some resources that are representative of diversity. Children are developing a good awareness of how to stay safe because staff use everyday opportunities to reinforce their knowledge and understanding. Children have made a 'book of safety' which contains their own rules about fire evacuation, road safety, why the gates have to be locked and why they should not answer the door. They are reminded to observe the outdoor area boundaries and not to open the external doors to parents or visitors. Children demonstrate that they are acquiring good skills that will help and support them in 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	1

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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