

Eldica's Fun Club

Harpole C of E Primary School, Larkhall Lane, Harpole, NORTHAMPTON, NN7 4DP

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and their social skills are developing well as early years children join in confidently with games organised by older children.
- Children's health needs are addressed effectively at tea-time because the menu has been considered well and food is varied and healthy.
- Staff are aware of children's skills and interests because communication with parents and school staff is effective.

It is not yet good because

- The partnership with parents is not maximised because self-evaluation does not take account of parents' views and policies and procedures are not available to them on request. Self-evaluation is not rigorous enough to ensure that the provider's identified areas for improvement are fully addressed with regard to toy storage.
- Opportunities for children to enjoy energetic play and explore, build and role play are not maximised because there is a lack of flexibility with regard to use of the outdoor play area.
- Children are not given the opportunity to choose and select resources and their independence is not fully promoted at tea-time.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom.
- The inspector spoke with the provider/manager, staff member and children at appropriate times during the session.
- The inspector took account of the views of parents.
- The inspector looked at children's achievement books and a selection of children's records.

Inspector

Jan Burnet

Full Report

Information about the setting

Eldica's Fun Club at Harpole was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The club is one of two owned by the childcare provider. It operates from the Harpole Youth Club building which is within the grounds of Harpole Primary School in the village of Harpole, Northamptonshire. The club serves children who attend the school and children from Kislingbury Primary School. Entrance is at ground level into one playroom. There is direct access to toilets and to an adjacent

enclosed outdoor play area.

The club opens Monday to Friday during school term time and during the school holidays. Sessions in term time are from 8am until 8.50am and from 3.15pm until 5.50pm, and during the school holidays from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently 14 children on roll. Of these, four are in the early years age group and four are aged over eight. The club currently employs two members of staff and both hold appropriate early years and playwork qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the following information is available to parents and carers on request; details of the provision's policies and procedures.

To further improve the quality of the early years provision the provider should:

- extend children's self-confidence and independence by making it possible for them to choose and select resources
- develop opportunities for children to play and explore by arranging more flexible use of indoor and outdoor space
- develop self-evaluation in order to inform priorities and ensure that these are used to set challenging targets for improvement, and take account of the views of parents.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are provided with satisfactory opportunities to help them make progress across all areas of learning and development. Effective communication means that staff support children's learning at home and at school appropriately. They are aware of children's interests and skills. Children's achievements are recorded in individual notebooks and each book begins with an 'All about me' page. This includes the child's drawing of family members and parents help their child decide upon three wishes and the things they like to do. Drawings are used by staff to assess children's pencil control and they talk with children about their interests. Staff's observations include detail on counting and letter

recognition, and next learning steps are also recorded in order to ensure that children are challenged appropriately.

Children attending are from two schools and their social skills are developing well. Early years children confidently join in with games organised by children aged up to 10 years. They play 'tag ball' and the younger children demonstrate control and good skills as they chase and throw the soft ball at others when they are 'it'. Older children name a cardboard box as 'base' and the early years children confidently squeeze inside the box alongside them. When the box breaks up the children initially use pieces as bats and they then decide to line up and hold the larger pieces of card to create a wall. During this initial period of the session the children are full of energy, but staff do not respond effectively to the children's need for more exuberant play as the opportunity to play outside is not offered to them. Generally children show an awareness of matching their actions against the space they are in. However, the lack of flexibility and planning for outdoor activities impacts upon children's energetic play and opportunities for them to explore, build and role play.

The choice of resources at the beginning of the session is limited as tables are reserved for tea-time. Children can choose books from a box placed on the floor at the side of the room and paper, pens, and 'junk' modelling materials that are available on an adjacent table. After tea it is dark outside and staff go out to a shed where all resources are stored. They bring in dressing-up clothes, floor dominoes, trains and tracks and jigsaw puzzles. Paint is used by children on one of the tables and they decide to use it to paint and print with their hands. The younger children are keen to play with the trains and staff say that this is one of their favourite activities. They concentrate well as they competently build a figure of eight track that includes a bridge. However, when staff go outside to select resources children are not asked what they would like to play with. There are no opportunities for them to choose or select resources for themselves. Consequently, their independence with regard to decision making and exploring and choosing resources is not addressed and their self-confidence is not fully promoted.

Children talk with staff about mathematical problems. They are able to add two single-digit numbers. Children demonstrate good writing skills as they spontaneously write their own names on the black board and the names of members of their families. Staff encourage writing as part of planned activities. For example, children recently asked if they could create a treasure hunt and young children's literacy skills were promoted well because older children supported them in reading the clues. They made up their own rules and all children signed their names. Children gain an awareness of diversity. They play with toys that reflect positive images, listen to stories and music and taste different foods. During holiday playscheme periods they explore the local community as they enjoy nature walks and practise skills on climbing equipment at the park.

The contribution of the early years provision to the well-being of children

Children are provided with food that is varied and healthy, although their good health and well-being is not maximised because access to the outdoor area is limited. Children enjoy their food and tea-time is treated as a social occasion. They are encouraged to select

portions of carrot, cucumber and banana from a plate in the centre of the table. However, their independence is not fully promoted because they do not pour their own drinks of water. Children have the ability to attend to their self-care needs, for example, they are aware that they must wash their hands before eating and after using the toilet.

Children are happy and settled as a result of positive relationships between themselves and staff. They speak confidently to each other and to staff. Staff are consistent in their management of behaviour. Children's self-esteem is satisfactorily promoted by staff with the use of positive reinforcement and children demonstrate awareness of behaviour and of safety rules. For example, children are aware of stranger danger and they know how to cross the road safely.

In order to promote children's emotional security parents are asked to visit with their child before he or she attends the club alone for the first time. The child is introduced to his or her key person and relationships are positive. Staff are aware of each child's individual care needs because this information is included in admission forms. School staff are made aware of the arrangements made by the parent. Communication between the provider, parents and school is established appropriately in order to support children's transitions.

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

Satisfactory systems are in place to improve care and learning for children and their families. However, self-evaluation does not identify the action required to address identified weaknesses. For example, the provider identifies that in order for children to play outside they need to have shoes or boots to be used for outdoor play only. However, this has not been addressed with parents. A reason for children not being able to select resources for themselves is that resources are not well-organised in the shed because there is no shelving and no lighting. There has been no action taken to address this however. There are allotments adjacent to the school and a priority for the future is to involve older members of the community in establishing an allotment for the club. In order to improve practice, advice and support is welcomed from local early years advisors.

Staff are aware of the revised Statutory Framework for the Early Years Foundation Stage and generally support parents and school staff in promoting children's care and learning appropriately. However, policies and procedures relating to the provision are not consistently available and this limits parents' opportunities to view and/or request them. This means that parents are not completely aware if changes to procedures have been made that impact upon their children's care and learning. A requirement of both the compulsory and voluntary parts of the Childcare Register is that written procedures for safeguarding and complaints are provided for parents and this requirement is currently not met. The partnership with parents is not maximised because parents' views are not requested as part of self-evaluation. In discussion with the inspector parents share positive views on the service provided. They say that the share of information on their child is good and that they would happily recommend the club to others. Staff address inclusion appropriately with regard to finding out about children as individuals and

addressing their different care needs. Resources and planned activities are used effectively to raise children's awareness of diversity. Partnerships with other providers are used satisfactorily to ensure continuity for children

Children's welfare needs are addressed satisfactorily because requirements for staff to child ratios are being met. The manager has completed training on safeguarding, food hygiene and first aid so that children are adequately safeguarded. Staff are aware of their responsibilities with regard to protecting children from abuse. Children are suitably safeguarded because recruitment and selection procedures are sufficient. Staff are not allowed unsupervised access to children until all checks are completed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the following information is provided for parents; copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents).
- ensure that the following information is provided for parents; copies of the written statements of safeguarding procedures and complaints procedures (Providing information for parents).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451411
Local authority	Northamptonshire
Inspection number	806746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	14
Name of provider	Eldica Lawes
Date of previous inspection	Not applicable
Telephone number	07834384012

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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