

Earlyworld Kids Club

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

Inspection date	30/09/2013
Previous inspection date	10/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff create a relaxed atmosphere where children have the freedom to follow their own interests after a busy school day.
- Children behave very well, play co-operatively and are kind to each other.
- A strong partnership with the host school helps club staff meet children's needs and means children benefit from sharing school resources.
- Children are encouraged to adopt healthy lifestyles; they enjoy a variety of healthy snacks, follow good hygiene routines and are physically active.

It is not yet good because

- All staff have not received training by the provider to ensure they understand their safeguarding policy and have up to date knowledge of safeguarding issues.
- Children generally enjoy their time at the club. However staff do not always plan activities that are sufficiently exciting or interesting to motivate and challenge children.
- Self-evaluation systems are not used effectively to take sufficient account of children's views to set challenging targets for improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's play and staff interactions inside and in the garden.
- The inspector spoke with club staff, children and parents throughout the inspection.
- The inspector sampled documentation including records of staff suitability, the safeguarding policy, planning and children's observation books.

Inspector

Rachel Edwards

Full Report

Information about the setting

Earlyworld Kids Club (Eynsham Community Primary School) is one of a number of settings run by Earlyworld Ltd. It registered in 2010. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club 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 accepts up to 72 children per session, aged from four to 11 years. It currently has 84 children attending, including four children in the early years age range who receive their main Early Years Foundation Stage provision from the school..The club is open on weekdays during school term times providing a breakfast club from 7.45am until 8.45am and an after-school club from 3pm until 6pm. These sessions are open to children attending the on-site school. During school holidays the club operates daily from 8.30am until 6pm. These sessions are open to children from the wider community. The club employs four staff, two of whom hold relevant early years qualifications at level 3 and one holds a level 2 qualification.

What the setting needs to do to improve further

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

- train all staff to understand the safeguarding policy and procedures, and ensure all staff have up to date knowledge of safeguarding issues.

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

- develop further the systems for self-evaluation, including views from children and use these to set challenging targets for improvement
- develop further the planning and staff knowledge of high quality play, to provide varied, imaginative and rich experiences that motivate and challenge children.

Inspection judgements

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

Children occupy themselves happily with a range of activities, that while not being especially exciting, they nevertheless enjoy. Staff divide the children into under eights and

over eights, with a separate playroom for each, which allows both groups space to play games appropriate to their age. They come together for certain activities, outdoor play and at the end of the day. The younger children enjoy playing with the older children, who are patient and kind towards them, for example, helping to build castles in the sandpit. This provides the younger children with opportunities to play with their older brothers and sisters.

Staff help create a relaxed and friendly environment, which the children appreciate after a busy school day. They greet all the children cheerfully and encourage them to chat about their day, sharing the highs and lows. There is plenty of floor space and good amounts of construction toys so that children can play compatibly. Some toys are in shorter supply, such as model figures and resources for imaginary play. This means that children cannot always play with some toys they like, such as the dolls' house, when it is in the older children's room. Staff have recognised this and are currently buying more resources to enhance children's play and enjoyment.

Children enjoy the freedom to play outside whenever they choose. There is a covered area so they can play outside regardless of the weather. They especially enjoy the large, inviting sandpit, where they use their imagination in make-believe games and construction skills to create different landscapes. They also use the school playing field where there is more room for running and ball games. In the summer holidays, they have the added excitement of swimming in the school pool. They learn to play co-operatively, taking turns and listening to other's ideas, especially through activities like building dens. Children develop their creativity, using a wide range of materials, for example, to make jewellery and decorate picture frames. They all contribute to a joint picture of the night sky, but this is displayed in the over eight's room. However, because the property owner does not permit permanent displays in the younger children's room, they miss seeing their creations and the sense of pride and achievement that this brings.

Staff use their time appropriately to supervise and support children's play, giving them time and space to make their own choices. They spend time with individuals and small groups of children chatting about what they are doing, offering help or ideas when needed. They support young children's learning well as they talk. For example, pointing out patterns in a collage and discussing how many shapes they are using. In this relaxed way, they encourage children to use their growing mathematical understanding. Staff note children's achievements and use this information to monitor children's development. They share their observations with reception class teachers and work closely with them to complement children's learning. For example, they read stories to children who are struggling with learning to read at school.

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

The friendly and caring staff help the youngest children enjoy their time at the club. They collect them from their classrooms at the end of the school day, so they feel secure and know where they are going. This enables the club staff time to talk to the reception class staff to find out about any concerns or problems during the day. The club shares any

relevant information with parents. Staff create a cosy area where children can rest or play quietly, with comfortable large cushions and books to share and enjoy. Children are encouraged to become independent as they hang up their coats, help themselves to snacks and decide what to play with. Staff put out a selection of activities ready for play and children can ask for other resources from the store cupboard. Towards the end of the session, staff gather children together for a group activity and they discuss what they would like to do the next day. However, children who leave earlier do not get the opportunity to voice their opinions.

Children behave very well and there are few instances of unkindness or unwanted behaviour. This is because staff are thoughtful and polite towards the children and each other. Staff respond quickly to unwanted behaviour and give children clear guidance about what is acceptable. Staff work very closely with the school, to ensure they deal consistently with children who need extra support to behave well. For example, they use a similar sticker reward system. Children learn to keep themselves and others safe, for example, as staff remind them not to wave brushes in the air as they sweep. Cooking activities provide a good opportunity to learn about safety in the kitchen with hot materials and sharp knives. In the summer holidays, they use the school pool, and learn about water safety and practise the important life skill of swimming.

Children gain a good understanding of the importance of making healthy choices. They enjoy a variety of healthy, nutritious snacks and staff encourage them further, through activities such as making fruit kebabs. They fully accommodate any special dietary needs, including using special ingredients for cooking activities; children and parents appreciate this. They have plenty of opportunities and encouragement to be physically active, through playing in the garden or joining in with more vigorous games on the school playing field.

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

The manager and provider have a generally sound understanding of the safeguarding and welfare requirements, meeting them in most areas. There is a clear safeguarding policy to guide staff should they have a child protection concern. However, not all staff are familiar with this, as the club owners have not trained all staff to ensure they all have up to date knowledge of safeguarding issues. This is a breach of the legal requirements. They have recognised this over sight and intend to arrange training for staff in the near future. Although this has potentially put children at risk, there has not been an impact on children to date.

Staff collect children directly from classrooms, so they arrive safely at the club after school. Staff keep an accurate register as children arrive and are collected so they always know who is in their care. They take care to check the safety of the premises and resources and encourage children to contribute to risk assessments. They take special care with potentially dangerous activities such as swimming, for which they employ a qualified lifeguard.

Staff plan a variety of activities and experiences that complement what children have learnt in school. While children enjoy these, they are not always rich and imaginative enough to really challenge and motivate children. Staff recognise the need for children to rest and relax after school and to have fun in the holidays. They have effective systems in place to monitor what they provide, and the progress that children make. They share information with school to support children's learning and development.

There have been a large number of staff changes in recent months, including the manager. The new manager has enormous enthusiasm and many ideas to build the resources and plan new activities for the children. She receives regular visits from the company's management team to support her in her new role. The staff receive regular appraisals and regularly attend training to develop their skills further. Staff reflect on what they provide and have begun to gather parents' feedback through questionnaires. While staff accommodate children's interests where possible, they do not have an effective way of encouraging all children to contribute their views.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY414707
Local authority	Oxfordshire
Inspection number	816428
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	84
Name of provider	Earlyworld Ltd
Date of previous inspection	10/02/2011
Telephone number	01743244600

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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