

Earlyworld Kids Club

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

Inspection date	16/12/2013
Previous inspection date	09/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have consistency and continuity of care as there are very effective partnerships between the club, school and parents and carers. Parents and carers have a high degree of trust in staff of the club.
- The leadership and management of the club is very good and as a result, staff fully understand their teaching responsibilities and offer interesting and challenging learning experiences.
- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with staff who care for them.

It is not yet outstanding because

- Children's learning files do not follow their progress and achievements towards the early learning goals. As a result, staff cannot consistently complement children's learning in school.

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 activities in the main play rooms.
- The inspector had a meeting with the manager and undertook a joint observation with her.
- The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records and questionnaires.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Sheila Riddall-Leech

Full report

Information about the setting

Earlyworld Kids Club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned and managed out of school club 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 the school's outside grounds, as well as their own secure outside area. During school holidays children can also access other areas of the school.

The club employs eight members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday, from 7.30am to 9am and from 3.25pm to 6pm during term time. During school holidays the club is open from 7.30am to 6pm, with the exception of bank holidays and in the week between Christmas and New Year. Children attend for a variety of session and come from the host school during term time and from several other local schools during the holiday periods. There are currently 11 children attending, who are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the information gathered in children's learning journeys by including clear tracking details of their progress and achievements, so that staff can consistently plan activities which complement children's development and learning needs in school, as well as children's interests.

Inspection judgements

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

Teaching is good, staff support children very well and use adult planned and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children have purposeful conversations about mixing colours as children decorate paper Christmas trees. As a result, children are actively engaged in their learning and make good progress. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, staff and children talk about different ways to build a bridge with bricks and blocks and how they can stop it falling over. As a result, children's communication and language is supported particularly well.

Staff show a genuine interest in children's play and interactions and as a result,

relationships between children and staff are very warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, children begin a game with small scale toys just after they come into the club and return to this play activity throughout the whole session. Staff appropriately challenge children to develop their skills and extend their learning. For example, during an activity with small scale toys and building bricks, staff enthusiastically encourage children think of different ways to build a bridge and consider ways to build so that it will not fall over. Staff generally recognise children's progress and understand their needs and interests. Learning files for all children in the early years age group are started as the child begins attending the club. Observations of children are carried out, recorded and cross-referenced to the areas of learning. These are supported by digital photographs and examples of children's work. Children's learning file provides a pleasing reference to share with parents. Although, staff know children very well, progress and achievements in all areas of learning are not consistently gathered in their learning files. As a result, adult planned activities focus on individual children's expressed interests, such as Christmas craft, but do not always complement their learning in school.

The club operates from a designated building on the school site, which is shared with a pre-school group. This provides good, large spaces for children to explore, move and develop their physical skills, independence levels and confidence. Strong partnerships with the school enables the club to access other outdoor play areas. This offers scope for many different activities to develop children's skills and learning, across all ages. For example, in better weather children can play outside and extend their physical skills and independence. Children's transitions between the club and the school are very well supported. Staff have developed strong partnerships with the school and as a result, children's needs are met very well and they are well-prepared for future stages in their learning. Parents are welcomed into the club by staff and have frequent exchanges of information. There is a good range of quality resources freely available for children. As a result, children engage in a wide range of self chosen activities, which interest and motivate them.

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

Children's personal, social and emotional development is very effectively supported within the club. This enables children to form very strong relationships with their peers, older children and staff. A good key person system is in place, but all staff know children very well. As a result, children show a real sense of belonging. They feel safe and have a strong developed sense of trust. Children have developed their own club rules and as a result, behaviour in the club is good overall; occasions when children become over-excited are checked. Children respond to instructions and directions well. Staff are positive role models for children. They treat them with respect and care. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well-cared for. Children's understanding of safety issues is demonstrated well through their play. For example, children wipe up spilt paint from the floor without being asked, so that others will not slip.

Staff ensure a clean and organised environment and give children time to develop their own play activities, at their own pace. Staff support children well to develop good hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available. All children are fully independent in their personal hygiene routines. The indoor play environment gives children abundant space to move around freely and develop physical skills.

Staff work very well as a team and share information about children's care needs and interests. There is consistency and continuity of care between the club and the school and as a result, parents are well-informed about their child's needs. Staff ensure that they tailor children's care according to their needs and ages and place good emphasis on getting to know children's preference and interests. Purposeful conversations take place between staff and children to plan and get their views on the club's activities. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them.

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

There are very rigorous and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. All staff know and understand their roles and responsibilities in relation to safeguarding children. There are effective recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. All the required policies and procedures, including risk assessments, are in place. These are regularly reviewed.

Most staff have relevant and appropriate early years qualifications and can access training opportunities through the management company and local authority. Staff show a strong commitment to the care and well-being of all children and are effectively supported by the management company. As a result, staff support and extend children's learning and thinking well, through meaningful conversations and interactions. For example, staff praise children's efforts in a craft activity with words, such as 'fantastic' and 'brilliant' instead of 'good', which helps to develop children's vocabularies. Staff performance is monitored through a company appraisal system and very frequent and informal discussions. Staff have a good overview of the educational programme and ensure the positive environment and positive teaching methods contribute to children's progress and learning. Children actively contribute to the planning process. Children's achievements are not clearly tracked against the early learning goals to monitor their progress, however, children achieve well. There are clear and achievable improvement plans in place, which are accurate, realistic and challenging. These are developed through discussions with staff, children and parents' questionnaires. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Parent and carer discussions with available parents on the day of the inspection indicate that they are highly satisfied with the service provided by the club. Parents are well-informed about the club through an attractive welcome booklet and approachable and friendly staff. Parents provide detailed information about their child before they start at the club and as a result, staff can plan appropriate and supportive activities to help children settle. Frequent discussions with staff enable information to be shared about children's care and activities. A home/school/club diary effectively supports a three way flow of communication, ensuring continuity and consistency of care for children. There is an attractive parents' noticeboard, with useful information for parents about the club's activities. Partnerships with the school are very strong and effective. As a result, children develop confidence and are well supported both in the club and as they move classes and prepare for the next stage in their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY338464
Local authority	Cheshire West and Chester
Inspection number	862776
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	11
Name of provider	Earlyworld Ltd
Date of previous inspection	09/03/2011
Telephone number	01244 322232

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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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