

Earlyworld Club

Oxon Primary School, Racecourse Lane, Bicton Heath, SHREWSBURY, Shropshire, SY3 5BJ

Inspection date	03/03/2014
Previous inspection date	29/01/2009

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

- Teaching is very effective. All staff working with the children are experienced and skilfully use this knowledge to create a stimulating learning environment.
- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with the staff who care for them.
- The leadership and management of the club is very good and as a result staff fully understand their teaching responsibilities in relation to helping children learn and develop.
- Children have consistency and continuity as there are very effective partnerships between the club, school and parents and carers. Parents and carers have a high degree of trust in the staff of the club.

It is not yet outstanding because

- Activities that link to the school planning are not effectively evaluated. As a result, staff cannot be sure that these activities extend and develop the children's learning and development.

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 playrooms and outside areas.
- The inspector had a meeting with the manager and undertook a joint observation with her.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation.
- 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 Club was registered in 1998 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 Oxon Primary School, Shrewsbury. 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 six members of staff. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday from 3pm to 6pm during term-time. During school holidays the club is open from 8am 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 17 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:

- find ways to monitor planned activities that link to the school planning to make sure that children's learning is extended and developed.

Inspection judgements

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

Teaching is good and effective. 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 whilst playing a board game. As a result, children are actively engaged in their learning and make good progress. Effective questioning, meaningful conversations and clear support enables children to develop their knowledge when independently playing and investigating. For example, staff and children talk about their paintings and the different characters in their pretend play when dressing-up, 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, a group of children of mixed ages, play with construction materials. They share ideas and develop their models as they play. Staff

appropriately challenge children to develop their skills and extend their learning. For example, during a child-initiated physical activity outside, staff encourage the children to jump higher or move faster, while at the same time maintaining their safety. Staff recognise children's progress and generally understand their needs and interests. They all know the children very well. Observation books for all children in the early years age group are started as the child begins attending the club. Frequent written observations of children are carried out, recorded and cross-referenced to the areas of learning. Children's next steps in their learning are clearly identified and recorded. The observations are supported by digital photographs. The observation book provides a delightful reference to share with parents, children and the school. Daily information sharing between the school, setting and the parents help with transitions. As a result, children are confident, happy and show a strong sense of belonging.

The setting operates from a purpose-built building on the school site. This provides several good, large rooms and spaces for children to explore, move and develop their physical skills, independence levels and confidence. The rooms are well-organised and staff have created a delightful, stimulating learning environment for all children. Strong partnership with the school enables the club to access other rooms and the outdoor play areas. This offers scope for many different activities to develop children's skills and learning, across all ages. For example, the children engage in active play and games outside. Children's transitions between the club and the school are very well-supported, as children are collected by club staff from their class rooms at the start of each session. This also provides very good opportunities for exchanges of information and ensures continuity of care. Parents are welcomed into the club by the staff and have frequent exchanges of information. There is a good range of quality resources available for the 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 the staff. A key person system is effectively embedded, but all of the staff know the children very well. As a result, children show a real sense of belonging; they feel safe and have a strong developed sense of trust. Behaviour in the club is very good and children respond to instructions and directions well. Staff are positive role models for the children and support the children to develop caring attitudes. They treat them with respect and care and offer plenty of praise and encouragement. 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 know to sweep up split sand so that others will not slip. Children are kind and caring towards one another and willing to take turns and share. For example, when playing a game outside they take turns to be the caller.

Staff ensure a clean and very 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 when asked to wash their hands after using the toilet. Children are provided with an afternoon snack, which is prepared onsite. This is 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. Regular access to a large open play area outside give children very good opportunities to run about freely, play ball games safely and benefit from being outside in the fresh air.

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 the children's care according to their needs and ages and place good emphasis on getting to know children's preference and interests. 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 also 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 and emergency evacuation practices, are in place. These have been reviewed recently.

Staff have relevant and appropriate early years qualifications and can access training opportunities through the local authority. All staff have worked in at the club for a long time and are experienced. They show strong commitment to the care and well-being of all children. They are very effectively supported by the manager. As a result, staff support and overall extend children's learning and thinking well, through meaningful conversations and interactions. For example, staff praise children's efforts in a physical activity with words such as, 'brilliant' and 'excellent' instead of 'good' which helps to develop children's vocabularies. Staff performance is monitored through an appraisal system, company meetings and very frequent and informal discussions. The 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. The educational provision is monitored in part, through discussions with staff and children and parents' questionnaires. However, the daily activity that is linked to the reception teacher's termly plans is not effectively evaluated and monitored. As a result, staff cannot be sure that these activities develop and extend children's learning. 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 approachable and friendly staff. Newsletters and frequent discussions with staff enable information to be shared about children's activities. There is also a parents' notice board which has useful and relevant information for parents about their children'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	511153
Local authority	Shropshire
Inspection number	872357
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	63
Name of provider	Earlyworld Ltd
Date of previous inspection	29/01/2009
Telephone number	01743 363310

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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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