

Earlyworld Kids Club

Marshbrook Way, Muxton, TELFORD, Shropshire, TF2 8SA

Inspection date	18/06/2014
Previous inspection date	11/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 in their care and learning as there are effective partnerships between the club and parents and carers. Parents and carers have a high degree of trust in the staff of the club.
- 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.
- The staff have a good understanding of their roles and responsibilities in relation to safeguarding. Rigorous and clearly written policies and procedures are in place to ensure the safeguarding and welfare of children. These are reviewed annually to ensure children's safety and welfare.

It is not yet outstanding because

- The links between the school, especially the teachers of children in the early years age group, are not strong. As a result, club staff cannot are not immediately aware of what children can already do when they join the club, or build on the learning that takes place 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 playrooms and outside areas.
- The inspector had a meeting with the manager and her deputy and undertook a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the 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 Kids Club was registered in 2002 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 is located within the grounds of a primary school in north Telford. The setting operates from its own premises consisting of five rooms, with access to outdoor play areas. The club opens five days a week all year round. Sessions are from 8am to 8.45am and from 3.30pm 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 66 children on roll, four children of whom are in the early years age group. The club employs six staff. Of these, four hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop further the links with Early Years Foundation Stage teachers at the host school, in order to establish a comprehensive picture of children's starting points and to build further on the learning that takes place in school.

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 planting seeds and growing plants. 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 letter sounds in the names of countries participating in the World Cup and suggest different ways to find information on computers. 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 making models with construction sets, after they finish their snack and develop this play throughout the whole

session. Staff appropriately challenge children to develop their skills and extend their learning. For example, during a child-initiated physical activity, staff encourage the children to kick a ball further or move faster, whilst at the same time maintaining their safety. Staff recognise children's progress and generally understand their needs and interests. Learning journeys 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. Staff speak to children about their interests and observe their achievements, to help establish children's starting point. However, links with the host school do not extend to sharing information about what children can already do, and the identified next steps in their learning. As a result, adult-planned activities focus on individual children's expressed interests, such as planting seeds, but are not always closely matched to children's next steps. Adult-planned activities do not always build on children's learning at school as information between class teacher and key workers is not shared.

The club operates from a purpose-built building. This provides very good, large spaces for children to explore, move and develop their physical skills, independence levels and confidence. Children also access the outdoor play areas of the host school. This offers scope for many different activities to develop children's skills and learning, across all ages. Children's transitions between the club and the school are very well supported. Staff take children across to the school in the mornings and collect them from their classrooms in the afternoon. They take registers of children at each classroom and again as children come into club. Parents are warmly 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 are 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 in place, 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 strongly-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. They treat them with respect and care and place good emphasis on developing children's social and personal skills. 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 and club activities. For example, children know to wash up their plate and cup after snack.

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 to develop physical skills.

Staff work very well as a team and share information about children's care needs and interests. There is generally 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 age, 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 and robust 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 fire practices, are in place. These have been reviewed recently.

The manager is well qualified and places high priority on training and updating her skills and knowledge. As a result, she successfully motivates staff and this contributes effectively to the good quality provision offered. Most staff have relevant and appropriate early years qualifications and can access training opportunities through local authority. They show strong commitment to the care and well-being of all children. They are very effectively supported by the club manager and the management company. Staff support and extend children's learning and thinking well, through meaningful conversations and interactions. Staff performance is monitored through an appraisal system, company and staff meetings and very frequent, 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. Children's achievements are tracked towards the early learning goals and as a result, 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 and children and through responses on parents' questionnaires. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Partnerships with the school are generally good. 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. However, links to share information about children activities in school are not yet well developed. Parents indicate that they are highly satisfied with the service provided by the club. They have a high degree of trust in the staff. Parents are well informed about the club through an attractive noticeboard and approachable and friendly staff. Newsletters and frequent discussions with staff enable information to be shared about children's activities.

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	EY217558
Local authority	Telford & Wrekin
Inspection number	869746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	66
Name of provider	Earlyworld Ltd
Date of previous inspection	11/06/2010
Telephone number	01952 608660

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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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