

Eldica's Fun Club

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

Inspection date	18/06/2014
Previous inspection date	08/01/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not always supervised appropriately, particularly on the school run. This directly affects their safety and has recently resulted in a major incident.
- Staff are not deployed efficiently to ensure the safety of all children.
- Risk assessments to ensure the safety of children on outings are not fully developed to guarantee all potential hazards have been correctly identified.

It has the following strengths

- Children are happy and engaged in a range of play activities throughout their time in the setting. Relationships with the staff have a positive impact on children's emotional well-being.
- Effective partnerships with parents and schools have been developed. This ensures that important information is shared consistently.
- Children are provided with a range of food and drink for their snack. This ensures that the setting cater for children's health needs.
- Staff support children in their play. This means that they persist and concentrate with their chosen activities for a sustained period of 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
- 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 toured the premises with the manager.
- The inspector observed activities in the main play rooms and the outdoors.
- The inspector accompanied the manager on the school pick up.
- The inspector checked policies and the suitability of the staff, their qualifications, self-evaluation, risk assessment and planning documents.
- The inspector held discussions with the children and staff. The views of parents were taken into account through recent questionnaires.
- The inspector held a meeting with the manager.

Inspector
Ben Hartley

Full report

Information about the setting

Eldica's Fun Club at Harpole was registered in 2012 on the Early Years Register and both the voluntary and 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, in addition to children from Kislingbury Primary School and St Lukes 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 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 60 children on roll. Of these, 16 are in the early years age group. The club currently employs six members of staff. Of these, four hold appropriate early years qualifications, including one member of staff with a qualification at level 6.

What the setting needs to do to improve further

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

- ensure children are supervised appropriately at all times, in particular on the school pick up and drop off, in order to help guarantee their safety
- ensure staff are deployed efficiently in order to keep all children safe
- ensure that the risk assessments that are in place for the school pick up and drop off have identified all the potential hazards, and make certain measures that are in place to ensure children's safety are appropriate.

Inspection judgements

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

The children are not given a secure base of safety to fully extend their learning and development on a consistent basis. This is because the deployment of staff and the manner in which they supervise children is inconsistent, and this has a negative impact on children's safety, although the quality of teaching does enable children to make sufficient progress. There is a wide range of resources available that allows the children to choose their chosen play activities. The outdoor area is well laid out and accessible for the children. This allows them to develop their physical skills and explore the natural environment. Children enjoy the opportunities to engage in imaginative play activities.

They confidently play with dolls and enjoy fulfilling different roles, such as feeding and changing them. Additionally, children use objects for different purposes that require them to use their imaginative skills. For example, they use boxes to create a wooded area from one of their favourite stories. This also demonstrates the children's ability to recall familiar events and their interest in literacy.

Children are generally happy and settled within the setting. This is because they are usually engaged in a variety of play activities that are planned according to their interests. For example, the children have been following the World Cup and have created a space to play football, acting out some of the moves they have seen during the tournament. Younger children within the setting enjoy being involved in these activities and benefit from the interactions with the older children. This means that their communication skills, in particular, are strong. Additionally, older children act as teachers and support younger children within activities. For example, one of the younger children is creating a door sign, using the scissors and creative materials. An older child helps her to use this equipment in order to fulfil a purpose, talking her through how she wanted the sign to look and helping her create it. Furthermore, staff have an awareness of the children's school schedule and support them appropriately. For example, allowing children time and support within the setting to learn for a spelling test. Children are rewarded for their achievements with warm communication. As a result, they take pride in their achievements.

Effective partnerships with parents have been developed. This ensures that information is shared consistently and means that there is a link between the learning environments. Parents comment positively on the quality of the care provided within the setting and the information provided to them. For example, staff provide parents with daily feedback when they enter the setting to collect their children. Furthermore, staff ask questions of the parents in order to further their understanding and knowledge of the children in their care. Additionally, the nursery work with schools to provide more information that helps teachers to complete the Early Years Foundation Stage Profile.

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

Staff do not provide adequate supervision on a consistent basis to keep children safe, particularly on the school drop off and pick up. They do demonstrate an awareness of safeguarding policies and procedures and communicate well with each other on occasions. However, safety procedures are not sufficiently secure to ensure staff are deployed appropriately and children are supervised properly in order to help guarantee their safety. For example, staff do not consistently position themselves in order to ensure that they can see all the children. Risk assessments, in relation to the school pick up and drop off, are limited and this means that all risks have not been identified in order to keep children protected. This means that children's safety during these times is compromised.

Staff demonstrate a caring nature towards the children. Accordingly, children are forming meaningful relationships with the staff and this has a positive impact on their emotional well-being. Staff deal with children's behaviour appropriately and consistently. This means

that the learning environment is calm. Additionally, children demonstrate positive behaviour and an ability to resolve issues independently. For example, they freely share resources with their friends and are able to negotiate with each other about participation in games. This demonstrates children's increasing confidence and self-assurance. Furthermore, children are encouraged to manage their own personal hygiene independently. For example, children wash their hands independently prior to eating their snack and after using the toilet.

The setting provide a reasonable range of opportunities for the children to learn about maintaining a healthy lifestyle. For example, there is a range of nutritious snacks provided on a daily basis. Furthermore, children access water freely and use their physical skills to pour independently. Children are given access to outdoor play area and this helps increase their physical skills. For example, the setting use the facilities contained within the school in order to provide children with an increased range of opportunities. The field located opposite the school is used for more rigorous play and gives children opportunities to play games on a larger scale.

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

This inspection was brought forward due to a very recent incident, and this was looked into as part of a full inspection. It was found that there had been a significant breach in requirements, which directly affected the safety of the children in the setting. The supervision of children during this incident, along with the deployment of the staff, was inadequate to ensure the safety of children. As a result, a child was able to walk to the local shops unsupervised. A requirement for both the voluntary and compulsory parts of the Childcare Register is to ensure that children receiving care are kept safe from harm. The setting have taken some measures in light of this recent event. For example, all children and staff now wear a high-visibility jacket in order to make identifying each other more easily. This does address some aspects of the incident. However, the supervision of children has not been thoroughly addressed in order to consistently protect children from potential harm. Additionally, the deployment of the staff and risk assessments have not been adapted in order to ensure children's safety. The manager does demonstrate an understanding of the severity of the incident and a reasonable understanding of safeguarding. For example, there is a thorough recruitment procedure that ensures only suitable adults have access to the children. Additionally, the manager understands her responsibility to maintain ratios and ensures that enough staff are present with the children at all times. There are some robust safeguarding policies that staff understand and implement effectively. Staff demonstrate a sufficient knowledge and understanding of safeguarding children.

The setting have taken some positive measures to implement improvements since the last inspection. For example, the organisation of the environment allows children more free access to the outdoor area. Furthermore, the organisation of resources enables children to make more choices about their play. The staffing team has appropriate qualifications and this has a positive effect on the quality of the teaching within the setting. Regular staff

meetings take place and this ensures that relevant information is passed on. The quality of teaching within the setting is reasonably well monitored by the manager.

Reasonable steps have been taken to engage parents in the setting. For example, policies and procedures are easily accessible for parents. Additionally, the setting have recently asked parents for their input in order to improve the quality of the provision. Strong partnerships with schools have also been developed. This enables the setting to share relevant information with parents and provide a continuity of care. The setting shares information with teachers in order to provide them with additional information to inform their assessments.

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 children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	978496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	60
Name of provider	Eldica Lawes
Date of previous inspection	08/01/2013
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, 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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