

Eldica's Fun Club

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

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

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		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 requires improvement

- Staff demonstrate a warm and caring approach towards children in their care. Children are emotionally secure and participate in playful experiences, building positive relationships with staff and each other.
- Staff have a sound understanding of their role in protecting children from harm and safeguarding arrangements are strong. They are aware of the procedures to follow to report any concerns they may have about a child's welfare.
- Staff develop positive relationships with parents, which enables information to be shared that contributes to the consistency of care for children.

It is not yet good because

- Children's well-being is not fully assured as the deployment of staff when collecting children from the schools means that there is not always a member of staff present on site who holds a current paediatric first-aid certificate.
- Younger children's individual needs are not always taken into account during whole group activities. Consequently, they sometimes lack enthusiasm and motivation, which has an impacts on the positive experience that they receive from the time they spend in the club.
- The manager does not use self-evaluation effectively to identify the club's future priorities for improvement. Consequently, there is not a clear focus on raising standards to improve outcomes for children.

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 had a tour of the premises.
- The inspector observed activities in the playroom and the outdoor area.
- The inspector accompanied two members of staff on a school pick up.
- The inspector checked policies and the suitability of staff, their qualifications, risk assessments and planning documents.
- The inspector held discussions with children, staff, deputy manager and manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Ann Lee

Full report

Information about the setting

Eldica's Fun Club registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and 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, St. Lukes Primary School and Brington Primary School. The club opens five days a week during school term time and the school holidays. Sessions in term time are from 7.45am to 8.50am and from 3.15pm to 5.50pm and sessions during the school holidays are from 8am to 6pm. Children attend for a variety of sessions. Children are cared for in a playroom and have access to an enclosed outdoor play area. There are currently 60 children on roll, six of whom are in the early years age range. The club supports children with special educational needs and/or disabilities. There are six staff working directly with children, five of whom have an appropriate early years qualification, including one member of staff with a qualification at level 6. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that there is always at least one member of staff who has a current paediatric first-aid certificate on the premises at all times when children are present
- use information obtained from observing children to understand their individual needs to ensure that appropriate experiences are planned for each child, particularly younger children during whole group activities, so that they receive a positive experience during the time they spend in the club.

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

- improve methods used for self-evaluation to ensure that future priorities are identified and are focused to bring about the most improvement to raise outcomes for children.

Inspection judgements

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

Staff are starting to understand the process through which children learn within the remit of a play and leisure-based setting. They demonstrate a deep respect for children's play,

and become involved and offer ideas. For example, children are provided with den-making equipment and are encouraged to design extensions for the den. As a result, most children enjoy engaging with staff and the opportunities that are made available to them. The club has a range of resources, both inside and outside, in order to meet the range of children that attend. Children who have special educational needs and/disabilities are supported well in the club. Staff talk at length to parents and gain information that assists in planning suitable care and opportunities. There is an appropriate balance of child initiated activities and adult led. For example, a member of staff initiates a game of hoops and balls and explains to children how to throw the ball through the hoop, holding it higher to make it more difficult. Children participate in whole group activities in which the older, more confident children are enthusiastic, engaged and compete amongst each other. However, younger children's needs are not always accommodated in whole group activities and they can become disinterested and, on occasions, unfocused which affects their ability to settle and enjoy their time at the club.

Staff demonstrate some knowledge of children's interests in order to successfully provide them with activities that stimulate their curiosity to learn more, which consolidates and complements the learning that happens while they are at school. For example, staff expand and enhance children's interest in dinosaurs by helping them to select books on the subject in the school library. Children demonstrate that they are able to recall familiar events, for example, when making model boats out of construction resources talk about their experiences of travelling in boats.

Partnerships with parents are effective and well developed. Information is shared on a daily basis, and this is individually tailored to meet children's and their family's needs, which ensures that there is a consistent link between home and the club. Parents comment enthusiastically and are complimentary about the care that the club provides. Schools similarly comment that they are happy with the communication links that have been established with the club.

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

Children show confidence within the setting and are developing close bonds with staff. The key-person system is effective and supports children, particularly when they first attend the club. Staff develop a good knowledge of children's family life and provide them with opportunities to share this with others in the club. For example, children are encouraged to present short talks to their peers about special occasions that they may have been involved in at home. This promotes children's sense of well-being, provides them with a sense of belonging and makes them feel welcome and comfortable within the environment.

The club has clear and concise rules and boundaries, which ensures that behaviour is generally good. For example, when playing in the school playground, children know and accept that when a specific sign is displayed, they are not allowed on the climbing apparatus. This also supports their growing knowledge of how to keep themselves safe as they learn the possible consequences of climbing on slippery surfaces. The environment is

generally well resourced, with a good range of activities on offer. This supports children's development and well-being, encouraging independent skills and providing opportunities for challenge. Children are able to access the toilet independently and can decide for themselves if they wish to play outside. They are encouraged to be responsible for their own possessions and are given a special place to keep them. All children work together to assist the staff when they pack away the resources for group time, which supports their personal, emotional and social development. This ensures that children are supported emotionally to acquire the skills and capacity for taking on responsibility, which consolidates learning that takes place at school.

The club provides children with a range of nutritious snacks on a daily basis, which supports their awareness of maintaining a healthy lifestyle. The club has a strong ethos of providing children with the opportunity to play outside throughout the year whatever the weather. This encourages children to be physically active and enjoy a natural environment. The club has the use of a local park together with facilities within the school playgroup including climbing apparatus. There are plenty of opportunities to climb, slide, swing, ride bikes and scooters, play tennis and other ball games. However, children's well-being is not fully assured at all times. There are staff who hold a first-aid qualification; however, these staff are not always present in the club at the start of the session, due to covering the arrangements for collecting children from other schools. Staff in the club are able to summon assistance from school-based staff in the short period of time that this occurs, minimising the impact on children's well-being.

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

Following the last inspection and a subsequent visit from Ofsted, the manager has taken positive action to address the actions and recommendations that were raised. The procedure for the deployment of staff to effectively supervise children when collecting them from the schools has been improved. The schools have been also actively involved in this process. Detailed risk assessments underpin the procedure and ensure that the manager has considered ways to minimise all potential risks to children. However, there is not always a member of staff present at all times in the club who holds a valid paediatric first-aid qualification. This is a breach of requirements of the Early Years Register and the Childcare Register. The club has an agreed arrangement with the adjacent school, so that in the event of an emergency a member of the receptionist staff team, all of whom hold first-aid qualifications, can be called upon to respond. Once all children have arrived in the club, there are then three suitably qualified staff present. Accident and medication forms are detailed and signed by parents to ensure that they are aware of any incident that may have occurred while their children are at the club. The manager and her staff have a good knowledge of how to protect children from harm and abuse and are aware of the signs and symptoms to look out for. In addition, they are aware of the procedures to be followed in the event of an allegation being made against staff.

The manager monitors the educational programme and ensures that a good range of experiences is available, so that children are able to continue to make progress and that

effective links with the school ensure consolidation of their learning. The manager and her staff evaluate their practice on a daily basis, considering how best to plan appropriate activities for children attending. However, this mainly covers the level of success of activities and opportunities planned for children. The manager does not use this self-evaluation to identify the club's future priorities for improvement. Consequently, there is not a clear focus on raising standards to improve outcomes for children. Recruitment of staff is robust. The manager has a clear view over the quality of the staff that she requires. New staff receive an informative induction pack and the manager monitors their performance. The staff team has appropriate qualifications, which has some impact on the quality of the teaching within the setting. Staff meetings take place every month and staff receive regular appraisals that are used to identify training needs.

Staff have developed appropriate partnerships with parents and other settings. Parents make positive comments about the setting, stating that they are pleased with the care and opportunities that their children receive. The club continues to develop links with the schools that children attend in order to support children's continuous care and learning.

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 at least one person who is caring for the children has an appropriate first-aid qualification(compulsory part of the Childcare Register).
- ensure that at least one person who is caring for the children has an appropriate first-aid qualification(voluntary 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	988340
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	18/06/2014
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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