

Eldica's Fun Club

Inspection report for early years provision

Unique reference number	EY370125
Inspection date	26/01/2009
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Eldica's Fun Club opened in 2008 and is situated in a designated play room within St Luke's Church of England Primary School in Duston, Northants. The club shares some of the facilities of the school which include the outdoor play areas. A ramp to the main entrance, wide doorways and facilities for disabled people make the premises easily accessible. The club is open Monday to Friday during school term-times. The breakfast club operates from 08:00 to 09:00 and the after school club from 15:30 to 17:45.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision is registered to provide 30 places for children. There are currently 44 children attending, twelve of whom are within the Early Years Foundation Stage (EYFS).

There are four staff members who work with the children. Half of these hold Early Years qualifications to NVQ Level two or three. The setting works in partnership with parents, carers and other professionals.

Overall effectiveness of the early years provision

Overall, Eldica's Fun Club makes excellent provision for all the children attending. Planning provides for challenge and differentiation and is sufficiently broad to offer a full range of individual activities and opportunities for the children. Staff create a very welcoming environment and are skilled at ensuring children benefit from the provision. Partnership with parents is especially effective to forge strong links between the child's home and the setting. Staff have also developed secure relationships with the teachers at the primary school. Children are valued at the setting and high attention is shown to their individual needs. Equality, inclusion and the diversity of individuals and communities is valued and respected. The manager leads a culture of reflective practice and works alongside staff to review the strengths and weaknesses of the setting and continuously improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- conduct regular risk assessments to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these.

The leadership and management of the early years provision

The knowledge, experience and enthusiasm of the manager ensures that all aspects of the provision are well led. Excellent implementation of policies, records and

procedures support the safe and efficient management of the setting and ensure that the needs of all the children are met. Staff show a genuine desire to promote the best care and opportunities for children. Training has been completed, such as, the Early Years Foundation Stage (EYFS) framework and Playwork Theory and Practice. Staff are committed to extend their professional qualifications to provide the best care and education for the children. For example, training for the NVQ Level 2 Childcare qualification is in place for new staff.

Robust safeguarding procedures are consistently implemented to ensure that children are protected. The recruitment process includes a clear induction programme and a high level of support for staff. The manager and staff work closely with the Primary School staff and there is excellent information sharing regarding the care and education of the children. Children are safe at the setting because of the high level of attention to security within the school site. For example, school staff are alerted to visitors by a bell at the entrance, a visitors book is signed and they are closely supervised. Daily health and safety checks are carried to ensure that attention to children's safety remains high priority. However, records of risk assessments that identify aspects of the environment that need to be checked on a regular basis are not available for inspection to support the efficient running of the provision.

The manager and staff demonstrate a very clear commitment to working with parents, carers and external agencies. Superb work is done to forge closer links. A comprehensive parent pack containing routines, policies, procedures, information about the setting and a flexible attendance policy ensures that the individual needs of the children are sensitively considered. Excellent regular newsletters give details of activities and ask parents for suggestions and ideas to improve the club. For example, by donating play materials. Parents are informed about changes to routine activities, such as, the children now plan the snacks. The club keeps parents informed on a daily basis through the information board and verbal feedback. Parents can also request information by email on a regular basis. Parents are given a small credit card size information card which has the manager's telephone numbers, email address and school telephone numbers. This is small enough to be put in a purse or pocket and enables parents to stay in touch at all times. Parents may also leave text messages on the manager's phone. This ensures that messages from parents are dealt with straightaway. There is an excellent two way exchange of information with the school. Children on the Early Years Register have a communication log that they bring to the club. In this, the class teacher can write a brief message about the child's day and pass on compliments about the child's achievements, such as, 'worked hard today' and 'read very well'. This exemplary practice gives the manager and staff at the club opportunities to further discuss and congratulate the children on their achievements at school.

The quality and standards of the early years provision

Children are supported very well in their learning and development and are offered an extensive range of opportunities and activities. The individual and flexible approach to planning ensures that children's uniqueness is highly valued and their

interests and needs are always included. For example, children talk about what they want to do and their suggestions are incorporated into forward planning on a week by week basis. Children suggest a dancing competition and this is planned by them with staff support. Staff collect information from children about their personal likes and dislikes, their family and friends and what makes them feel happy or sad. This gives staff a very good place to start incorporating children's interests and needs into the planning of activities. Children and staff evaluate activities together and if the children enjoy an activity something else is planned around it for the future. Excellent daily diary records show children's progress in development and care. This is supported by many observations of children joining in with a variety of activities across the six areas of learning.

Children participate in a stimulating and challenging variety of activities. For example, art and craft activities include fabulous puppet making and attractive autumn hand prints. The attention staff give to encouraging children's independence and self-motivation is outstanding. Children help put together the menus. They talk about their choices and how they enjoy trying new foods. They try mango and kiwi fruit and ask parents to include these in their lunch box. Children make the rules for the group. They chose rules which include being kind, playing safely, being friendly and helpful and having respect for the rules. Children know the routines well. They sign themselves in as they arrive at the club and take their name card to the snack table to show they have had a snack. Children choose leaders who wear a sash and a badge and carry out duties which include helping staff at snack time and washing-up, taking the register and organising team games. All the children, even the youngest, have the opportunity to be the leader. Children have a cleaning rota where they help staff to tidy up the play room. They have their own area where they can display their work freely. In the 'cool ideas' section children suggest activities and display their ideas with stories and individual designed art work. The 'active kids' section gives children opportunities to suggest group games. Children contribute towards the monthly newsletter with a regular slot 'kids corner' where they can comment on activities they would like at the club.

The inspirational environment reflects brilliantly the children's needs and wishes. Children design wonderful individual posters that celebrate the club and give information to others about the fun times and the types of activities they enjoy at the club. Stimulating resources and the relaxed and friendly atmosphere give children confidence to play imaginatively alone and with peers. They display mature social skills and generally share and play cooperatively with others. For example, children support and encourage each other on the computer, they construct models and discuss their purpose and they take turns leading the role play as a 'teacher' or 'pupil'. Children enhance their autumn display by adding sensitive messages. Each leaf has a 'thought' attached to it made and written by the children about togetherness which includes being kind, caring and polite and most importantly to share, smile and be happy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.