

Eccleshall Community Centre

Inspection report for early years provision

Unique reference number EY358763
Inspection date 16/10/2008
Inspector Shirley Amanda Wilkes

Setting address Eccleshall Community Centre, Shaws Lane, Eccleshall,
Staffordshire, ST21 6AU

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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

Eccleshall Community Centre Out of School Club opened in 2007 and is privately owned. It operates from two main rooms within the community centre in the town of Eccleshall in Staffordshire and is easily accessible to all. The out of school serves the local area and has strong links with the school. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children attending who are within the Early Years Foundation Stage. The setting has procedures to support children with learning difficulties and/or disabilities. The club opens from 7:30 to 9:00 and 15:15 to 18:00 during school term-time and from 07:30 to 18:00 during school holidays. There is a total of three full-time members of staff who work with the children. Of these, two have early years qualifications to NVQ Level 2 or 3.

Overall effectiveness of the early years provision

The out of school club promotes many aspects of children's welfare with success. The staff create a safe and welcoming environment, and are skilled at making sure that all children are included and benefit from the broad range of activities. However, there is no record maintained of visitors. Children enjoy their time at the club and effective planning systems support the staff in fully developing spontaneous play opportunities. There is a suitable working partnership with parents which ensures they are kept informed of their child's care and learning. The club has yet to fully develop a system for monitoring the quality of provision and identifying areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure a record is maintained of visitors to the setting
- further develop the system for self evaluation.

The leadership and management of the early years provision

All required documentation is kept on the premises and details any required information regarding children's individual needs. The setting follows all required policies and procedures and this in turn promotes the children's welfare. Risk assessments of the premises, and also for taking and collecting children from school, have been completed. The environment is well organised and children are able to access resources freely. The staff attend regular training and this enables them to implement new ideas into their practice. Although the setting evaluates the provision and has the capacity to make improvements, they have not identified specific areas for improvements, nor assessed the impact of these on outcomes for children. Children's individual needs are well met as the setting has regular exchanges of information with parents regarding their routines. They also discuss

children's progress and achievements and parents receive verbal feedback and examples of their work. Parents are, therefore, encouraged to support their child's development at home. They are developing formal links with nurseries and schools to ensure that the children's needs are generally planned for across the differing provisions that they attend.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make appropriate progress across all areas of learning and development. Basic plans are in place and staff are keen to follow children's interests when they plan and provide activities. For example, taking forward ideas to make masks for Halloween. Children co-operate well with each other, sharing resources as they play games, helping each other with numbers when playing bingo and playing with large blocks to create a road on the floor. They are able to freely access a variety of writing materials and resources, which enables them to practice their mark-making skills. Games and activities are used suitably to promote early mathematical skills. For example, talking about shape when cutting paper, and size when making track for cars. Their technology skills are generally promoted, as they experience some opportunities to use battery operated resources. The club encourages children's understanding of their local community and the wider world. They follow themes of people who help us look at other cultures and taste different foods from around the world. Children demonstrate confidence as they freely access resources and request activities. Children who choose to play alone are equally well supported by the staff who ask to sit with them and talk to them about what they are doing.

The staff have a sound understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves, such as practising road safety on their daily walks to and from school. The children understand the boundaries for safety, for example, they clear activities away when they have finished which maintains a safe environment and demonstrates an awareness of care for resources and equipment. Children are beginning to understand about healthy eating as they talk about which foods are good for them at tea time and follow themes to reinforce a healthy lifestyle. Children are able to enjoy regular out door play in the enclosed play area and during poor weather are able to use the large hall for more physical play. Basic risk assessments are carried out and the staff have a clear understanding of child protection and the procedures to follow in accordance with the Local Safeguarding Children Board guidelines.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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

Since registration no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

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.