

Eccleshall Community Centre

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

Inspection date	16/10/2014
Previous inspection date	16/10/2008

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		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 are settled and happy to play and learn. This is because staff have formed warm, positive relationships with children in their care.
- Staff have a good knowledge and understanding of how to provide activities and opportunities, to complement children's learning in school. They work in partnership with teachers to provide continuity of care and learning.
- Partnerships with parents are well established to ensure children get the support they need. Staff fully recognise the importance of these relationships and keep parents well informed about their children's experiences at the club.
- Staff have a clear understanding of safeguarding issues and they are confident about how to manage any concerns. As a result, children are kept safe.

It is not yet outstanding because

- Staff do not always maximise the opportunities for younger children to develop new skills and increase their independence.

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 two playrooms.
- The inspector held meetings with the manager and registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Michelle McMaster

Full report

Information about the setting

Eccleshall Community Centre was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from two main rooms within the community centre in the town of Eccleshall in Staffordshire. The club opens five days a week from 7.30am to 9am and 3.15pm until 6pm during term times. During school holidays, it is open from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 25 children on roll, of whom seven are in the early years age range. The club supports children, who speak English as an additional language. There are currently two staff working directly with the children, both of whom have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- promote younger children's independence further by providing more opportunities to develop new skills, such as chopping up fruit at snack time.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. As a result, children, who attend the club, are supported well to make progress in their learning. Staff plan stimulating, challenging activities and experiences for children as they gain valuable knowledge from parents to establish their starting points, interests, likes and dislikes. Children are observed and assessed and using this information, staff provide them with a broad range of learning opportunities and support them to make good progress in all areas of learning. Staff make every effort to complement, reinforce and extend children's learning at school. They do this through finding out about school themes and topics and using this information to plan and provide a range of activities. For example, children make pictures to continue a 'myself' topic from school. Staff exchange information about children's well-being and development each day with the school teaching staff through a communication book. This helps to support children consistently as they progress onto the next steps in their learning.

Staff welcome children on arrival and encourage them to discuss their school day, past events and news. They ask questions about what children would like to do and encourage them to make suggestions. This promotes children's communication and language skills effectively. Children's interests and suggestions for activities are sought by staff and their views are incorporated into planned activities. For example, children complete 'light bulb' pictures with their suggestions and these are on display as a reminder. Children are encouraged to set challenges and plan learning experiences for themselves when they join

the setting. They have come up with ideas, such as climb a tree, hold a scary beast and go star gazing in the field. Children record their progress in their learning book. As a result, children learn how to challenge themselves, gain confidence and learn new skills as they reach the goals they have set. There is a celebration tree and children's achievements, from both inside or outside the club, are displayed on it. For example, swimming certificates and awards are proudly displayed. Staff offer lots of praise to children as they play, therefore, providing them with encouragement to continue learning and practising their skills. Children have an opportunity to further develop their language skills each Wednesday as the club offers Spanish lessons to all of them.

Staff share information effectively with parents regarding their children's experiences and progress. They do this using a variety of methods. For example, for children, who speak English as an additional language, staff used video conferencing with an interpreter to translate information to parents on their child's progress. All parents are encouraged to get involved in their children's learning at the club. For example, parents and children make friendship handprint pictures together for a display. This helps to ensure a shared approach to supporting children's development, which leads to good quality outcomes for children.

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

Staff get to know the children and their families through building positive relationships. Parents comment how well their children have settled and how happy they are at the club. There is an effective key-person system in place and staff support children to settle well by arranging visits while they are still in nursery and prior to their start at school. This ensures that children's emotional needs are met and they settle quickly, ready to play and learn. Additionally, staff have implemented a 'buddy' system whereby older children take some responsibility for younger children. This helps younger children to learn how to play with older children and feel safe at the club.

Staff support children to be healthy. Children are provided with healthy snacks, such as fruit, crackers and butter. Older children are encouraged to pour their own drinks and spread their chosen topping onto crackers, supporting their independence and learning life skills. However, younger children do not have the same opportunities and they are not supported to cut their own fruit or extend their self-help skills. As a result, their growing independence is not fully supported and they miss the opportunity to develop new skills. Children learn about healthy foods through activities and discussion. For example, children colour and draw fruit from the 'fruit family' and display their creations on the wall. Staff encourage children to have good hygiene practices, such as washing their hands before eating and reminding them about the importance of killing germs. Children's physical development is promoted well by playing ball games in the large hall.

Staff provide children with clear messages and expectations about behaviour. They promote positive attitudes and reinforce appropriate behaviour calmly and consistently. Children are supported well as staff help them to manage their own behaviour and become tolerant of others, for example, sharing and listening to each other's suggestions. They are rewarded for displaying good behaviour by earning points to gain certificates.

Staff provide a stimulating environment in which children move around freely and confidently, choosing activities for themselves. This helps to promote children's independent play and exploration well.

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

The provider and manager have a good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, children are happy and make good progress. Staff receive regular safeguarding training, have a clear understanding of safeguarding issues and are confident about how to manage any concerns. The manager has implemented an e-safety policy to ensure children do not have access to the internet or mobile telephones while at the club. Staff undertake regular risk assessments of equipment and activities and there is a visitor book to record, who visits the building. As a result, children are kept safe. The manager works with her team to track children's development and the programme of activities that are offered. This means that children make good progress.

Since the last inspection, a self-evaluation process has been implemented to identify areas of improvement and an action plan has been created. The management have sought the views of parents, staff and children during this process. For example, children's ideas are put forward in the 'wishing well' and new resources are purchased for the club. This means that the management strive to improve the quality of experiences for children and parents. The manager holds regular staff meetings, supervision and annual appraisals with staff. The manager and staff identify training needs together and staff attend training courses and take on lead roles to ensure children make good progress. For example, a member of staff has the lead role on equality and diversity for the club following training. This ensures that children benefit from skilled and knowledgeable staff.

Parents report that they feel valued and the management listen to any concerns they have raised. They state that any matters are dealt with promptly. The management team employ various strategies to engage with parents, such as formal and informal meetings, coffee mornings, questionnaires, newsletters and the use of social media to pass on information. Consequently, parents report that they feel very involved with the club. Staff also recognise the value of partnerships with other professionals and have strong links with local schools and nurseries. This ensures that children receive continuity in their care and that moves between settings are smooth.

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. 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	EY358763
Local authority	Staffordshire
Inspection number	857559
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	25
Name of provider	Halina Teresa Paula Eve
Date of previous inspection	16/10/2008
Telephone number	01785 850124

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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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