

# Aston Springwood Whizzkids

Inspection report for early years provision

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**Unique reference number**

EY216269

**Inspection date**

14/10/2008

**Inspector**

Lesley Clark

**Setting address**

Aughton Lane, Aston, Sheffield, South Yorkshire, S26 2AL

**Telephone number**

0114 287 4220

**Email**

**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).

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**

Aston Springwood Whizzkids Childcare Provision is a charitable trust multiple provision which opened in 2002. It is accommodated in a purpose-built single storey building, in the grounds of Aston Springwood Primary school, in the Aston district of Sheffield. The provision offers childcare to children from the local community and from other schools. Family learning courses are offered, for which a crèche is provided. A mother and toddler group also takes place once a week. Children are cared for in two main playrooms and they have use of an additional quiet room. They have access to two fully enclosed outdoor play areas, use of the school playground and field and activities are routinely planned in the school hall.

The group is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. Full day care and sessional care is offered to children aged from two years old to 14 years old. A maximum of 40 children may attend the centre at any one time and of these, no more than 30 must be from two years old to under five years old at any one time. Each weekday during term time, the nursery operates from 9.00 to 11.30 and 12.45 to 14.45 with an out of school club operating from 7.30 to 8.45 and from 15.00 to 18.00. Full day care is available each weekday during the school holidays from 7.30 to 18.00. There are currently 25 children under three years of age and 31 who are aged from three years old to five years old of these, 23 are in receipt of nursery education funding. There are five children currently attending the out of school club. The provision supports a number of children with learning disabilities.

The provision has 12 staff working directly with children and of these 10 staff hold recognised early years qualifications. There are two members of staff who are unqualified, one has extensive early years' experience and the other is about to start training, funded by the trust. The setting receives support from an early years outreach worker.

The provision holds the Rotherham Borough Council Quality in Action Three Star Award for its nursery provision and is nearing completion of the 4Children Quality Assurance scheme, Aiming Higher, having successfully gained the 4Children Quality Assurance scheme, Aim High.

## **Overall effectiveness of the early years provision**

Outstanding leadership and management ensures that the needs of all children are met exceptionally well. Notable strengths are the exemplary relationships between each child and their key worker and the way key workers use observations of what each child knows and what they can do, to plan the next stage of their learning. Children's interests are taken into full consideration, helped by excellent partnerships with parents, schools and other agencies. These factors ensure that children are safe and secure and they make extremely good progress. Provision is equally strong in the out of school club, where children's interests and views also lie at the heart of the planning. However, opportunities are sometimes missed to make breakfast a sociable occasion or for children to use computers, because of limited resources. Good self-evaluation means that the setting has good capacity to

maintain continuous improvement, in response to the changing needs of all its users.

## **What steps need to be taken to improve provision further?**

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

- focus on the more social side of sitting down and eating breakfast together
- provide resources and opportunities for young children in the out of school club to use computers.

## **The leadership and management of the early years provision**

Excellent organisation and a clear management structure, with two deputies and two supervisors, enables this setting to run extremely well. All staff have clear roles and responsibilities. A very full training programme ensures that their skills are up to date, especially in relation to the Early Years Foundation Stage, safeguarding and child protection. Clear displays on notice boards in several languages, ensures that parents know who to turn to, should they need help or advice. Key workers plan specific activities for the children in their key worker group, matched to their individual interests and needs. Staff in charge of special needs oversee the learning and care of children with learning disabilities.

A high ratio of staff to children, means that children get lots of personal attention and their unique qualities are taken into full consideration when planning activities. In the out of school club, sharpening the focus on the needs of young children has ensured that activities are extremely varied and suitably challenging. Both settings cater extremely well for all children, including those with learning disabilities. As a result, children's confidence, independence and readiness to learn are very good for their age. Small details, such as ensuring that staff as well as children have warm outdoor clothing and suitable footwear, means that adults and children alike thoroughly enjoy the outstanding outdoor learning environments. A minor area for improvement is to extend opportunities for young children to use computers in the out of school club.

Good, though relatively informal self-evaluation, based on regular checks, ensures that the provision meets children's changing and diverse needs effectively. This has a significant impact on children's welfare and development. The setting has the right priorities for improvement. The outstanding partnerships with parents and the school, ensures a seamless transition into the reception year. The manager regularly checks the views of parents and children and takes these into account. Fund-raising, to support its charitable status, is very well managed. Its success reflects the close partnerships with all users.

## **The quality and standards of the early years provision**

The provision leads to children making excellent progress because they feel secure and settled and they have lots of opportunities to follow their interests and discover things for themselves. Adults have good knowledge of the Early Years Foundation Stage learning and development requirements and they use the child's own interests as a starting point. Activities such as finding 'bugs' and viewing them through microscopes fascinates youngsters, while real bean sprouts to 'cook' in the wok in the 'Chinese restaurant', adds a touch of reality to activities that children had requested the day before. Activities in both settings are extremely well matched to children's needs so that they can all succeed.

Children are encouraged to develop appropriate habits and behaviour, because of the exemplary relationships with their key workers. They learn to behave in ways that are safe for themselves and others and so they become socially, physically and emotionally confident. Children are safe as the premises, equipment and furniture are safe and secure. They have an excellent awareness of health and hygiene and show high levels of independence, washing their hands on their own or putting their name on the right list, when they have helped themselves to their snack. Sometimes opportunities are missed in the out of school club, to further develop social skills through children breakfasting together.

Children learn acceptance, tolerance and respect because the setting celebrates religious festivals with food from many different cultures and toys are multi-cultural. Adults encourage children to make decisions and they are extremely good at promoting conversations, so as to extend children's vocabulary. Children make an extremely positive contribution to the community through fund-raising activities, which they help to run with their parents and carers. These factors, in addition to a strong focus on communication, problem solving and knowledge and understanding of the world, prepares children extremely well for the wider world.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

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

### Quality and standards

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

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.