

Whizz Kids

Inspection report for early years provision

Unique reference number	305434
Inspection date	04/12/2008
Inspector	Sarah Quinn
Setting address	Excalibur School, Ivy Lane, Alsager, Stoke-on-Trent, ST7 2DB
Telephone number	01270 872209
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).

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

Whizz Kids Out of School Club opened in 1994. It is one of a group of facilities, which are privately owned. It operates in a mobile building within the grounds of Excalibur County Primary School, Ivy Lane, Alsager. The group has the use of two large rooms, toilets, kitchen area and outside play area. One of the rooms is used by a playgroup, which operates during the school day. It caters for children from the local community who attend Excaliber School. It is registered for 32 children, aged from three to eight years. The club offers before and after school care during term time. There are currently 40 children on roll, of whom 10 are within the Early Years Foundation Stage (EYFS). There are two regular staff members who hold relevant qualifications. The group are members of '4Children' and receive support from the local authority. They are registered on the Early Years Register, and both parts of the Childcare Register.

Overall effectiveness of the early years provision

The setting provides a good standard of care for the children attending and children have a lovely time playing together with the staff in this inclusive environment. Recommendations since the last inspection have been addressed in full and the setting demonstrates a strong capacity for continuous improvement. The management team are committed to improvement and attend regular training sessions for the benefit of the children. The planning system is devised with the needs of the children in mind, but does not fully link to the EYFS learning and development requirements and the key person system is not completely in place. Self-evaluation has started but does not yet include the views of parents.

What steps need to be taken to improve provision further?

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

- develop the planning system to be fully in line with the learning and development requirements of the EYFS
- implement fully a clear key person system
- include parents in the self-evaluation process

The leadership and management of the early years provision

The leadership and management of the setting are strong and demonstrate a very clear commitment to continuous improvement. Weekly management and team meetings ensure that all staff are up-to-date with developments and enable team members to evaluate systems and to alter them for the better. A range of comprehensive policies and procedures support the welfare of children, and the staff team regularly review and update policies to ensure that they follow the most recent guidelines. There are effective policies and procedures to safeguard children. Staff are all vetted and have a good understanding of their responsibilities

to safeguard the wellbeing of each child.

The system of self-evaluation includes practitioners' views through team meetings and suggestions, children's views through evaluations of activities and the encouragement of joint planning, but not yet parents' views. Children are good at saying what they like and what they do not like. They participate in future planning alongside practitioners. Children are confident and know that their voices will be heard.

Good partnerships with the school ensure continuity of care for the children. Staff pass on relevant information about the welfare and development of children when they see members of staff each day. This enables all carers involved with a child to know where the child is up to, and so support the child's further development. Partnership with parents is good and parents are happy with the care provided. There is a range of interesting information for parents to access within the room and the setting values parents' informal requests and views.

The quality and standards of the early years provision

Children are well supported in their learning and development by knowledgeable practitioners who play and learn alongside them. Knowledgeable practitioners support children well in their learning and development as they play and learn with them. They complete planning alongside the children who are able to contribute their own ideas and interests. The planning does not fully link to the EYFS, but staff have attended recent training by the local authority to give practitioners the skills to do this. Staff take the children's needs into account. For example, they offer comfort and support when children are tired. The key person system is not yet fully in place, although children access care and attention from either member of staff.

Children enjoy healthy snacks like fruit, salad, pasta and noodles and they can access fresh water at all times. Practitioners encourage children to play outside and when they cannot, they play physical games indoors, such as throw and catch. All of these measures help to support children's good health. Staff maintain children's safety and conduct risk assessments to identify hazards indoors and outdoors and children are increasingly aware of these.

Children enjoy themselves and can access a large range of interesting and exciting activities, like snooker, games, books, and art and craft. They play very well together and enjoy team building games where they help each other up from the floor. They are confident and chatty and are proud of their club. Colourful display boards show pictures and writing that the children have done, and they contribute to an 'everyone's ideas' book where they write what they would like to do and evaluate the activities. They are excited by the 'torch game' that they play outside in the dark and enjoy the treasure hunt in which they all participate. Children develop skills for the future through opportunities around the rooms, like using the computer and reading books.

Staff praise the children and provide composed and calm role models for them to follow. The self-evaluation form speaks of 'mutual respect' and this is clearly evident throughout the session. Children contribute to the rules and are encouraged to sign them, therefore taking ownership of them. There is an interesting display entitled 'Every Child Matters' that includes pictures of children from all around the world, made by children.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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 has been one complaint made to Ofsted since the last inspection. Ofsted are satisfied that the provider remains qualified for 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.