

# Wymondham Leisure Centre

Inspection report for early years provision

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**Unique reference number** EY377447  
**Inspection date** 17/02/2009  
**Inspector** Lesley Gadd

**Setting address** Wymondham Leisure Centre, Norwich Road,  
WYMONDHAM, Norfolk, NR18 0NT  
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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

Wymondham Leisure Centre's holiday play-scheme was registered in 2008. They are situated in the Leisure Centre, in Wymondham, in Norfolk. Children make use of an accessible building with adjoining outdoor play areas. The setting is open from 09:00am until 17:00 pm, Monday to Friday during school holiday's accept for the Christmas school break.

The setting employ a staff team, who with the leisure centre duty manager oversee the day to day running of the play-scheme. Five staff are employed to work with the children, three of whom hold appropriate qualifications. The setting welcomes children with learning difficulties and/or disabilities.

A maximum of 50 children, between the ages of 4 and 8 years, may attend at any one time. At present there are 100 children on roll of whom 10 are in the early years age range. There were no children present under five years of age during the inspection. The provision is registered on the Early Years Register and the Compulsory and Voluntary Childcare Registers. The setting receives ongoing support and advice from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff are knowledgeable, caring and enthusiastic which ensures children are happy and experience a wide range of exciting, age-appropriate activities in line with the Early Years Foundation Stage (EYFS). However, children's progress is not always actively recognised in all areas. Children's welfare overall is given good consideration although staff contingencies in the case of staff absences are not entirely effective at every session. Families are openly welcomed and children are respected and valued as individuals. Policies and information are provided for parents, however, these are not easily accessible.

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

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

- further develop systems to recognise children's progress and achievements
- consider how policies, procedures and information about operational matters can be made more accessible to parents
- improve contingency arrangements when staff are absent to ensure that there are sufficient, suitably qualified staff on duty at every session.

## The leadership and management of the early years provision

The setting has started to review the service by talking with the children and parents who attend the facility and completing a general self-evaluation record in line with the EYFS. As a result of younger children's review comments staff have

improved the availability of more art and craft activities at every session and they are working alongside local authority advisors to identify targets for further improvement. Staff have a clear understanding of their roles and responsibilities in meeting the needs of the children. They work well together, most staff hold first aid and life guard saving certificates and senior staff hold appropriate qualifications. Additional activities provided such as gymnastics and trampolining, are supervised by appropriately trained staff. The setting shows a strong commitment to meeting children's individual needs. They talk with parents before the children start to ensure they are aware of any health or development requirements and activities are adapted to ensure all children who wish to, regardless of ability or age, can take part. Staff encourage boys and girls to be involved in both sporting games or art events and the setting is developing their awareness of how to foster children's awareness of the wider world.

Children's safety is given suitable consideration overall. They are well supervised at all times and regular risk assessments help staff to identify possible hazards for children and reduce potential accidents. Relief staff are used during staff absences to maintain good ratios of adult support for children ,however, relief staff contingencies do not ensure that sufficient, suitably qualified personnel are present at every session. This could in the long term compromise children's well-being and safety. First aid procedures are followed should children have minor accidents and parents give written permission for the children to receive medical attention in an emergency. The staff team and managers have a secure understanding about their safeguarding responsibilities towards young children. Everyone working directly in the facilities are vetted to ensure their suitability to be around children and families. Staff have an up-to-date awareness of the possible signs of child abuse and the setting holds clear, accessible written procedures which can be followed in order to ensure children are protected.

Partnership with parents are sound. The setting ensures it gathers contact details and information about children before they attend and staff make a point of being available to talk with parents on arrival and collection to ensure they are kept up-to-date with events. A programme of activities is available before children attend so parents are aware of what children will be doing and parents comment favourably about the children's experience of the play-scheme including the fact that the children 'love attending' and 'have great fun'. The setting makes links with other settings that the children attend to support continuity of care if appropriate. All documentation is present and accurate to ensure children's welfare and parents know what to do if they have a complaint about their children's care. Policies and procedures are in place, however, these are not easily accessible to parents and as a result parents comment that they are not entirely clear about operational matters to reassure themselves about their children's overall well-being

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

Children are keen and make good progress in learning new skills. Staff have a developing knowledge of the EYFS which they use to ensure children are able to

take part in well planned fun activities which compliment and extend their learning experiences. Staff observe children's interests, recognise what they can do and use this information to plan an inviting range of play and sporting activities. Children receive some acknowledgement for their developing skills, however, children's progress and achievements in all areas of learning are not routinely recognised.

All children are confident and secure at the scheme as staff are attentive and ensure they support the children by joining in with their play. Examples include taking part in craft and sporting games. All children benefit from having an allocated key member of staff who looks after their welfare and ensures they know where to assemble in case of a fire. This enables staff to respond in a very sensitive manner to ensure all younger children are well supported as they tackle self-help skills such as doing up shoe laces and assembling all their clothes after swimming. Staff wait patiently, offering advice whilst children undertake these tasks developing children's aptitude for self-reliance and independence.

Children show growing levels of concentration and perseverance in their play. They enjoy working out how to braid their friend's hair and show good dexterity as they weave the threads around the hair piece. Children are keen to show others the outcome of their hair decorating and beam with pride at their finished creations. Staff take many opportunities to support children in developing their sporting skills through offering a wide range of engaging activities. Children readily take part in ball games such as basketball, football, cricket and dodge ball, showing good hand and eye coordination and younger children show mature social skills as they work as a team to score points. The activities on offer encourage all children to spend time as part of a large or smaller group where they communicate well their views on a range of matters such as what they like to eat and their favourite game at the scheme. Children enjoy books, fostering their interest in the written word and older children show care and consideration for younger children as they help them to find hidden figures in the pictures and text.

Cooking activities provide opportunities for the children to develop skills in using technology and raise their awareness of scientific concepts. They work out, with staff support, how to operate the blender to make fruit smoothies and watch what happens to dry ingredients when mixed together and cooked with heat to make pizzas. Children's knowledge about numbers is reinforced as they count the number of friends present and work out how many are missing when waiting as a group for others to get changed into their own clothes after swimming. Staff praise and encourage children to foster their perseverance when learning new skills such as balancing and children benefit from regular exercise opportunities such as swimming. Children explore and take safe risks, to build their confidence and stamina, as they dive with relish onto the water activity equipment, enjoying the physical challenge of climbing and moving along the equipment to get to the slide at the end. Younger children particularly, develop their physical skills and confidence as they bounce, splash, swim and chase each other in the pool. All children are well supervised by play-scheme staff during swimming activities. Children play imaginatively as they create their own food then pretend to eat the dough and children's creativity is fostered as they take part in a range of art and craft activities with a rich range of resources. Children enjoy opportunities to make

up their own parties and dress up with face paints as different characters. The outdoor play areas offer opportunities for the children to exercise their lungs in the fresh air and they discuss why different weather happens such as snow and rain, developing their awareness about environmental factors.

Children are warmly welcomed into an inviting environment where furniture and play activities are appropriately set out every day before children start to arrive. This promotes younger children's interest at the start of the day and they enthusiastically bound into play after waving goodbye to their parents. Children have good space to play, eat in comfort and sit quietly to recuperate after a busy morning. The areas used in the leisure centre by the play-scheme are for the children's sole use to facilitate their security and staff supervise the children effectively to maintain their safety. Children bring their own packed lunches and the staff discuss with them healthy foods that help the body to grow well. Children can refresh themselves when needed with fresh drinking water and their independence is promoted as they select toys and games for play.

Children are well behaved. Their positive behaviour is actively recognised by staff who praise children frequently and staff lead by example being courteous and polite towards the children. All children, including younger ones, quote the play-scheme rules showing they have a good understanding about right and wrong.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
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](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

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 that required the provider or Ofsted to take any action.

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.