

Wizzkids

Inspection report for early years provision

Unique reference number	EY305579
Inspection date	02/07/2009
Inspector	Chris Scully
Setting address	Holy Family Social Club, Hall Lane, Cronton, Widnes, WA8 5DW
Telephone number	0151 4263463
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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 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

Wizzkids Out of School Club is one of three clubs run by the same provider. It opened in 2005 and operates from two rooms within the Holy Family Social Club. It is situated in a residential area in Cronton, Widnes. The club is open each weekday from 07.30 to 09.00 and 15.00 to 18.00, term time and from 07.30 to 18.00 in the school holidays. All children share access to a range of enclosed outdoor play areas, some of which are situated within the grounds of Holy Family Primary School. Children come from the local area as most parents travel to work outside the area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the setting at any one time. There are currently 120 children aged from three to 11 years on roll. Of these, 30 children are in the early years age group. The club employs five staff. Of these, three staff including the manager, hold an appropriate early years qualification to at least National Vocational Qualification at level 2. One member of staff is working towards an additional qualification. The setting receives support from Sure Start.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most required records and documentation are in place, though there are omissions within risk assessments, the medication record and training in relation to children with specific medical conditions. Children have access to an extensive range of activities and experiences, which support their all round development. However, observation and assessment systems are not yet fully in place. Partnerships with parents and other professionals contribute well to providing consistent care for children. Systems for self-evaluation are evolving and support the ongoing development of the setting. All children are included in all of their activities provided, their views are valued and respected. Thus children have a strong sense of ownership and identity.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment systems so that children are able to make as much progress as possible in relation to their starting points
- increase the opportunities for children to identify the uses of everyday technology, communication technology and programmable resources to support their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written consent for the administration of any medication in relation to children with long term

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medical needs, ensure sufficient information about the medical condition is made available and staff have appropriate training to administer medication that requires technical or medical knowledge (Safeguarding and promoting children's welfare)

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis in this instance, school play areas and minibus, and maintain a record of the action taken to minimise identified risk, when and by whom. (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).

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The leadership and management of the early years provision

Appropriate vetting systems are in place, which ensure children are cared for by suitable adults, thus promoting their safety. Staff demonstrate their commitment to the setting as they regularly attend training courses, which they feel benefit not only their knowledge and understanding, but provide opportunities to explore new ideas. The well established staff team have a secure understanding of their individual roles and responsibilities, which enable them to provide suitable care to all children. Staff are effectively supported by the manager who is a positive role model to them. Policies and procedures are in place and are effectively shared with staff and parents. Hence, all parties are well aware of the setting's procedures and for parents the type of care their child can expect to receive. Staff have a sound understanding of safeguarding issues, consequently they are able to take appropriate action in order to protect children from harm.

Effective staff deployment means children are effectively supervised and are able to engage in the activities offered. For example, clear rotas demonstrate staff's individual responsibilities for each session and the areas in which they are working. Records and documentation in relation to children and staff are generally appropriately maintained. However, the systems for sourcing information with regards to children with long term medical conditions is not effective. Little information is held with regards to the signs or symptoms of the condition, nor the action to take to ensure children receive appropriate care. Consent is not in place for administering medication in relation to these conditions. Training has not been sought for staff with regards to the administration of medication that requires technical knowledge. This impacts upon their ability to provide appropriate care in an emergency.

Risk assessments are in place, but do not sufficiently cover the action taken to minimise identified risks or when the risk to children's safety was removed. Some areas of the setting, such as the school play areas and the minibus have not been included in the risk assessments. This impacts upon children's safety. Some areas identified as potential risk, such as children not accessing the kitchen are not

effectively minimised, as children frequently walk through the kitchen to access the outdoor areas. Consequently, children's safety is compromised due to the location of cleaning products in the kitchen. Systems for self-evaluation are progressing well. Systems for consulting with staff are established and means the setting has identified a number of areas that they wish to target to enhance the current provision. Systems for working in partnership with parents, other professionals, and the sharing of information are developing well. Given the number of schools associated with the setting appropriate links are in place, which support and promote continuity of care.

The quality and standards of the early years provision

Staff have a secure understanding of the Early Years Foundation Stage (EYFS). They provide an extensive range of well planned activities, which contribute well to children's learning and enjoyment. Plans of activities demonstrate children's interests and effectively cover all six areas of learning. As a result children rush into the setting and are soon absorbed in self-chosen play opportunities that actively engage their interest. Observation and assessment systems are in the process of being established in order to support children's ongoing learning and development. Children have a very strong sense of ownership, as they are encouraged to put forward ideas and contribute to the ongoing improvements of the setting. Children use the 'talking door' to effectively relay their views, for example, what they like to do or do not like and what they would like to see happen in the setting. Their comments are valued highly by staff who endeavour to adapt what they are doing to meet the children's needs. Thus, providing an inclusive environment, which successfully promotes the views of the children.

Children have a very positive relationship with staff, they are eager to engage them in play opportunities and enjoy lively conversations with them on a range of topics. Children are confident to articulate their point of view and enjoy the opportunities to converse with their peers and visitors. Staff use outdoor areas well to promote children's play and learning opportunities. Children are currently eagerly awaiting the time when they can harvest the potatoes and other vegetables they have grown in their vegetable area and prepare these for snack. Hence children learn about living and growing things, food preparation and to how to enjoy a healthier lifestyle. Opportunities for children to use everyday technology are at the moment limited, which impacts upon their ability to explore how and why things works and to develop skills for lifelong learning.

Games, such as Bingo and card games support children's mathematical skills as they identify larger numbers and practice simple addition and subtraction. The effective use of open-ended questions significantly enhances children's learning. They are able to think through problems and come to an informed decisions. Resulting in children who are critical, active thinkers who make informed choices about themselves and others. Children develop positive attitudes to their own community and the wider world through exploring their own needs and the needs of others. This is achieved through the acknowledgement of different celebrations throughout the year and by taking part in a range of charity events. Children are particularly proud of the scarecrow they entered in to a local community event.

Children receive a generally healthy range of snacks through out the session. Systems are in place to ensure children are not exposed to foods that may cause an allergic reaction. As part of the self-evaluation process staff are looking at ways in which to further encourage a healthier lifestyle within the setting with regards to snacks. Children independently access fresh drinking water in order to keep themselves refreshed, they demonstrate increasing maturity as they request additional drinks due to the hot weather conditions. They show an understanding of being safe in the sun as they regularly come indoors for drinks and to cool down.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (CR5) 16/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (CR5) 16/07/2009