

Wickwar Out Of School Club

Inspection report for early years provision

Unique reference number	136114
Inspection date	13/05/2009
Inspector	Jill Spiteri
Setting address	Community Centre, Honeybourne Way, Wickwar, Wickwar, South Glos., GL12 8NH
Telephone number	01454 294946
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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

Wickwar Out of School Club opened in 1998 and operates from a community room attached to the school in Wickwar. It is situated in the centre of the village. There is disabled access and facilities. The club is open each weekday from 07.50 to 08.50 and from 15.30 to 18.00 during term-time. The club is also open from 08.30 to 17.30 during each holiday period.

All children share access to a secure enclosed outdoor play area. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 78 children aged from four to 11-years-old on roll. Ten children are within the Early Years Foundation Stage, 41 are aged five to eight-years-old and 27 are between eight and 11-years-old. The club does not exceed the registered maximum of 40 children at any one time, of which all may be in the early years age range, none may be aged under four years. Children come from the local area, and the club currently supports a number of children with learning difficulties and/or disabilities. The group employs 11 staff. Two staff members hold level 3 qualifications and one member is currently training towards this. Four staff members have level 2 qualifications, whilst two are qualified nursery nurses and there are two assistants. The school works in partnership with the local pre-school and primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. There is a high emphasis on care and every child is made to feel special. All children, including those with learning difficulties and/or disabilities are given a wide range of opportunities which meet their needs, enabling them to make very good progress. Provision for the professional development of all staff is excellent. Partnerships between providers, parents and other agencies are very good and ensure children's needs are met. There is very strong capacity to continue to improve practice.

What steps need to be taken to improve provision further?

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

- improve opportunities to develop children's awareness of diversity with respect to different cultures

The leadership and management of the early years provision

Thorough evaluation of practice is undertaken by the management and used to further improve provision. This includes use of the self-evaluation form, staff meetings, staff appraisals and questionnaires for both parents and children. The evidence from these activities is analysed to identify areas for development and

further strengthen provision.

The welfare of all children is of a very high quality due to a focus on safety policies that result in thorough procedures and training for all staff. Emphasis is placed on safeguarding and promoting children's wellbeing. All staff hold paediatric first aid certificates and have been checked with the Criminal Records Bureau. The recommendation from the previous inspection to record risk assessments has been addressed, thus increasing the safety of all children.

The manager ensures the needs of all children are catered for through additional training, such as autism awareness, and also by working closely with the Inclusion Officer.

Close links with the pre-school, primary school and parents ensure information is shared to support effective planning for each child.

The quality and standards of the early years provision

Children enter the club enthusiastically and are warmly welcomed. This immediately creates the friendly caring ethos that pervades throughout. Hygiene is a high priority as demonstrated through emphasis on hand-washing and when serving and eating tea. Children are encouraged to eat healthily by starting with a good selection of fruit and vegetables, followed by a tempting range of sandwiches. The menu is changed weekly to add variety.

Children and staff chat away in a friendly manner, building very positive relationships. A wide variety of exceptionally well-planned activities is offered to the children. However, there are limited opportunities to develop an awareness of cultural diversity. The older children are very well motivated and engaged and this creates a busy but calm atmosphere. Behaviour is excellent. Younger children play happily, for example in a shop, whilst adults join in, expertly extending their learning through effective questioning. Children extend their knowledge and skills in all areas of learning. For example, a child who was using construction equipment was encouraged to name colours and fit different shapes together. The adult extended her learning well by asking if she could blow down what she had built, making very good links with the story of 'The Three Little Pigs'. The child continued the rhyme and her learning was further extended by singing a song. Children play games with adults who support their mathematical development. For example, a child who was playing snakes and ladders was encouraged to recognise the number on the dice and carefully count the moves.

When the rain stopped children rushed out to participate in the many exciting activities that are carefully planned to support their social and physical development. Adults share the children's huge enthusiasm as they play alongside them, encouraging all to participate, take turns and have fun. In dry weather there are amazing facilities for outdoor play including a wooded area, a playing field, a sand pit and mud play, all of which offer rich opportunities for learning.

Warm relationships and positive encouragement greatly enhance children's

confidence. Key workers, who all have training in the Early Years Foundation Stage, record children's learning in play diaries that are carefully linked to the stages of development in the national guidance. This enables the adults to plan the next steps in learning for each child.

Parents have extremely positive views of the provision. One stated, '...the culture of the club has changed phenomenally, so that staff find out what the children want to do and provide accordingly. Staff are right in the middle of all the action and my daughter does not want to come home!' Other parents commented that they were extremely happy with the provision and one explained how she is kept very well-informed about her daughter's learning and progress.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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