

Wishing Well Out of School Club

Inspection report for early years provision

Unique reference number	EY310889
Inspection date	09/07/2009
Inspector	Jean O'Neill
Setting address	Malpas Alport Primary School, Chester Road, Malpas, Cheshire, SY14 8PY
Telephone number	01948 860367
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 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

Wishing Well Out of School Club is privately owned and has been registered since 2005. It operates within Malpas Alport Primary School. The areas used are the school hall, art and craft area and two classrooms. A maximum of 32 children may attend the out of school club at any one time. The out of school is open each weekday from 08.00 to 09.00 and 15.15 to 18.00 term time only. There is a secure enclosed outdoor play area. There are currently 49 children aged from four to under eight years on roll. The out of school club employs three full time and three part-time staff, of these one holds appropriate early years qualifications and one member is working towards a childcare qualification. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The management of the setting truly believe in putting the children's needs first, so that all children learn and develop extremely well, and everyone is included. Excellent partnerships with school staff, and with parents, mean that children are happy and secure. Parents are confident that their children are safe and well cared for; children really enjoy the wide range of activities and they have a real say in how things are run. Improvements have been made since the last inspection, so that the policy on the administration of medicines, and procedures for dealing with an allegation against a member of staff have both been updated. The capacity for further improvements is outstanding. Policies and procedures for the Early Years Foundation Stage (EYFS) are very strong, and the setting has appropriate plans in place to broaden the children's experience of wider society.

What steps need to be taken to improve provision further?

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

- ensure that the planned activities and resources reflect the diversity of the wider society.

The leadership and management of the early years provision

The manager of the setting is very clearly focussed on achieving the best possible experience for the children, and this is reflected in excellent procedures for all aspects of children's safety and well-being. Records and policies required for the efficient management of the Early Years Foundation Stage are in place and regularly reviewed. All records are stored appropriately, with good consideration given to data protection. Adults in the setting undergo appropriate safeguarding checks, and all receive good quality induction and training.

Staff are very well deployed and share a passion for children's well-being, led by the manager, who has a very good understanding of the Early Years Foundation Stage requirements. She has correctly identified key areas for further development, so that the setting has outstanding capacity to improve, based on previous progress and her clear vision for the future.

The Every Child Matters outcomes drive all aspects of provision so that each child receives a learning experience designed to meet their needs. Outcomes for children are monitored very effectively; this combined with excellent partnerships with Reception class staff means that targets for next steps in learning are clear for each child. The setting has very strong links with parents, who feel that their children are encouraged to develop, mature and integrate well with other children. One parent commented 'I can't get them to come home!'

The quality and standards of the early years provision

Children make excellent progress because of the very supportive and well planned environment; they really enjoy coming to the setting and engage in sports, drama and small group games with equal enthusiasm. Children are confident, keen to talk about their experiences, and show great care for one another. They play very well in mixed groups, whether in the tent or shop outside, or to support one another in videoing performances for a 'Britain's Got Talent' show. Behaviour is excellent in the very calm and friendly atmosphere which the adults create.

Staff organise activities very well, breaking the session down into smaller chunks so that children can rest, review and reflect. This keeps all the activities fresh, and helps the youngest children get the most from the setting, especially towards the end of a long day. Learning programmes are extremely well planned and evaluated, and children have a full say in how activities are organised, and sometimes changed to meet their needs. Making their own choices helps them develop independence skills, and children have a good knowledge of healthy lifestyles, enjoying snacks of fruit, cheese and fresh vegetables. They are very involved in their own safety. For example, through the 'Wishy Washy Hand Challenge' and through safety discussions at the start of the session.

Active learning is very well promoted through the wide range of activities. The manager is aware of the need to offer children a wider view of society, and has good plans in place to broaden children's learning through resources and events reflecting other cultures. Observations by staff are used sensitively to support children's development and contribute to their Learning Journey records, which are kept by the Reception staff. Parents are very positive about the quality of care and enabled to be fully involved in their child's progress. These close relationships all ensure good continuity of learning for the children, which is reflected in their happy attitudes and confidence.

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?	2
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

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
--	-----