

The Wheat-Patch Club

Inspection report for early years provision

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Inspector Linda Janet Witts

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

The Wheat-Patch Club registered in September 2000. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to accept up to 24 children between the age of four and eight years, at any one time. Older children are also accepted. There are currently 70 children on roll of whom eight are in the early years age group.

The club operates from the hall of a local community centre and serves the Patchway/Bradley Stoke area. The building has disabled access. Children have access to toilet facilities and an enclosed yard to the rear of the building. Kitchen facilities are also available. The club regularly uses the adjacent play park and playing field. Outings are arranged during school holidays.

During term time the club offers before school care from 7.45am and after school care until 6.00pm for children attending St. Chad's Church of England Primary School, Patchway and Wheatfield Primary School. Club staff escort children to and from the schools. During school holidays the club is also open to children in the wider community, and children bring packed lunches if staying all day.

The staff team of nine includes three senior members of staff with appropriate early years qualifications, and additional staff, one of whom has a level 3 qualification and another has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team have fully embraced the Early Years Foundation Stage (EYFS) and ensure that children's early years experiences at the club enhance those that they have at school. Outcomes for children are excellent and children's safety and well-being are given highest priority. Highly effective partnerships with parents/carers, professionals supporting children and the schools children attend ensure individual children's needs are met. All members of staff are enthusiastic in their roles and work successfully together to reflect upon their practice and to identify aspects for improvement. The children and their parents play key parts in the evaluation of the provision.

What steps need to be taken to improve provision further?

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

- explore ways to maximise the play and learning potential of the outdoor yard.

The effectiveness of leadership and management of the early years provision

Steps taken to safeguard children's welfare are exemplary. Staff understand their role in child protection and attend training to keep up-to-date with current practice. The suitability of staff is assured through effective recruitment and vetting procedures and children are protected from those who are not vetted. Rigorous risk assessment is carried out to ensure children's safety within the premise, on outings and during routine journeys to and from school. Comprehensive records of risk assessments are documented and reviewed regularly.

The club management is excellent; teamwork is fostered impressively and as a result of staff enthusiasm and commitment to their various job roles the club is a very welcoming, safe and stimulating place for children to be. All EYFS requirements are met and 'Playwork Values' followed. The club promotes equality of opportunity and access for all children. Staff have considerate and caring attitudes to each individual child and their families and recognise the uniqueness of each child. All children, including those with special educational needs and those who are learning English as an additional language are fully included, with one-to-one support offered as appropriate and individual play plans developed in partnership with parents and professionals who support the children.

Resources are utilised very well. A broad range of activities and resources are set out for children to access freely. These effectively promote play and learning across each of the six areas of learning within the EYFS. The play park and playing field surrounding the premises are well used to promote physical play and exploration. The yard area that adjoins the premises is uninspiring and although it is well-used in summer months its full potential to become an integral part of the play and learning environment is not maximised. A highly effective key person system serves to ensure that each child is helped to progress further in their development. The staff, many of whom also work or have worked in the schools children attend, work in partnership with other practitioners supporting children in their early years. Two-way communication and regular meetings to discuss progress promote consistency and help to ensure that they work together to build upon what children already know and can do. Parents are warmly welcomed into the club. They are well informed about what is happening in the club and children's progress discussed and records shared. The club notice-board and website provide a lot of useful information about the club, staff and planned activities. Photographs of the children and staff doing various activities and trips show how much children enjoy themselves at the club.

The coordinator and senior staff communicate ambition and drive and secure improvement highly effectively. Staff are keen to undertake training for their own professional development and to benefit the children attending. As a team they accurately identify strengths and weaknesses in the provision and work successfully to improve. They seek the opinions of children and parents regularly as part of the process for ongoing improvement and they work together to fundraise.

The quality and standards of the early years provision and outcomes for children

Children relish their time at the club. They are enthusiastic to see staff when collected from school and happily put on high visibility jackets before venturing out for the walk back to the club. The children display an excellent awareness of safety issues and recognise and understand how to keep themselves and others safe. Once back at the club children wash their hands, have a healthy snack and then set about their play. The children are empowered to make choices in their play and the staff are sensitive to their needs and never try to control children's play. Children have excellent relationships with the friendly supportive staff and other children attending. The older children present have a positive impact upon the care of the younger children. They are sensitive to the needs of the young children and happily include them in their play and conversation. The children are all very sociable.

Children are offered activities that are interesting and provide opportunities to extend their experience and understanding of the wider world. The children value diversity and acknowledge that they are all different. They are sensitive to the special needs that some children have and ensure that no child is excluded. The staff actively support this aspect of children's learning, helping them to gain valuable skills for the future. Children understand the behavioural expectations within the club and take pride in their achievements. The club has a vibrant, happy atmosphere and is a place where children have fun.

The children are very creative. They draw, paint, cut and stick using the varied materials available to them. They make collages, puppets and elaborate junk models using their own design ideas. They experiment with different techniques, such as, producing tie-dye t-shirts and adding decorative items. They love to get messy and express themselves through art work, for example, creating chalk firework pictures to represent the fireworks seen at displays. They select different colours, apply them vigorously, smudge the chalk with their hands creating different effects and giggle together when they notice the chalky residue on their hands and clothes. Children role play using resources as props.

Young children attending are proficient computer users and older children are on hand to offer extra help if needed. They use acquired skills of problem solving, reasoning and numeracy in their design ideas, construction activities and games, such as dominoes, card and board games. Cooking activities are very popular. Recent opportunities to pick blackberries and prepare them together with apples to make crumbles have worked incredibly well to help children to appreciate what the natural world has to offer and to realise that things they harvest can make delicious meals. They learn about food that is good for them as they undertake cooking activities, for example, making vegetable pizzas and fruit kebabs. This is further supported with holiday activities, such as making healthy lunch boxes. The children get plenty of fresh air and exercise. They walk to and from school and have use of the adjacent play park equipment and playing field. Here they practise ball skills and use items from the club's extensive range of outdoor physical play

resources.

Short outings are enjoyed after-school, for example, to collect leaves or to feed the ducks locally. During school holidays outings to places of interest extend children's play and learning experiences. Such visits include a train-ride to Weston-super-Mare where they build sandcastles and visit the sea aquarium, visits to 'Cattle Country' animal and adventure park and to 'Noah's Ark' animal park where they get up close to camels and farm animals. Visitors are also invited into the club. The local Police Community Support Officers (PCSOs) are well known to the children. They will often escort them back from school and come into the club to set up scenes of crime. Children put on protective suits and examine the crime scene under the guidance of the PCSOs. They gather evidence and work together to identify the culprit of the crime. It is very realistic and children excitedly participate.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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