

Wishing Well Kids Club

Inspection report for early years provision

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Inspection date

17/05/2010

Inspector

Rachel Wyatt

Setting address

Perdiswell Young Peoples Leisure Club, Worcester,
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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

Wishing Well Kids Club is one of five privately owned day care settings. The out of school club opened in 2003 and operates from a large hall within the Perdiswell Young People's Club, situated on the outskirts of Worcester city. Children have access to a designated outdoor play area. The setting serves children from within Worcester city and they are collected from various local schools. The club is open each weekday from 3.00pm to 6.00pm during school term time.

The out of school club is registered on the Early Years Register. A maximum of 64 children aged from four to under eight may attend the club at any one time. On roll there are currently nine children aged four and five who are within the early years age group. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club provides support for children with special educational needs and/or disabilities and children who speak English as an additional language.

The out of school club employs eight members of staff. Of these, the manager is a qualified early years teacher, two staff hold relevant National Vocational Qualifications at Level 3 and three staff have Level 2 qualifications, of whom two are working towards a Level 3 qualification. The out of school club is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All those working in the out of school club are highly motivated and committed to fostering children's individuality, engendering a sense of belonging and ensuring they feel fully included in the club's activities. There is a real community spirit so children make good friends across all ages and from different schools, and their parents are always warmly welcomed. Robust systems ensure each child's welfare, learning and development are effectively supported. Children within the Early Years Foundation Stage thrive and make very good progress, their health and safety are fostered and they are fully safeguarded. The provider, manager and staff very capably and enthusiastically maintain the club's continuous improvement. Thorough monitoring and self-evaluation ensure targets for improvement are appropriate, successfully addressed and sustained, including taking full account of children's and parents' views.

What steps need to be taken to improve provision further?

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

- review the information given to parents about club and how it operates.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The manager, who has designated responsibility for safeguarding, and all the staff really understand their role to protect children from harm. Effective training, including regular discussions about different aspects of safeguarding, ensure all adults are confident to recognise signs of abuse and to take prompt appropriate action if they have concerns about a child. The club has robust safeguarding procedures, including local guidance and relevant up-to-date policies, which the manager and staff understand, and which are available for parents to read. Children's welfare is further promoted because the club has a clear system for exchanging information between staff and the schools children are collected from. This means, for instance that staff are aware of any matters relating to a child's welfare and can ensure messages are passed on to their parents. The club has effective recruitment, induction and staff development procedures so all adults working with children are suitable and have the appropriate qualifications, skills and experiences. Children's welfare, care and learning are also endorsed by the club's effective documentation so that all required agreements and information are obtained before a child starts.

Children of all ages thrive in this well-managed club. They have fun in a really positive family atmosphere. Adults are enthusiastic and approachable, supporting children's play, encouraging their ideas, helping them to feel at home and to develop a real sense of belonging. Children are settled, well-looked after and know what is expected of them because the manager and staff clearly understand their duties and work so well together. School collections are well-organised, routines run smoothly and play sessions are very enjoyable. Activities are invitingly set out with stimulating toys, games and resources, and offer children plenty of choice and variety. Activities are also adapted to take account of children's differing abilities. For instance, children of all ages are fully involved in games such as hockey or fun circuit training because the staff sensitively assess children's level of skill, give them appropriate support and, where appropriate, some training so each child takes an active part and really enjoy themselves.

The outcomes for children are consistently improved as the provider, manager and staff are dedicated to providing a high quality provision that meets regulation, and reflects children's needs. Robust monitoring and evaluation gives them a clear appraisal of the club's strengths and those areas to develop. Improvements are successfully followed up, their impact assessed and changes sustained. For example, some recent well-received, enjoyable topics have been specifically planned to expand children's appreciation of different aspects of diversity and to consolidate their understanding of healthy lifestyles and safety issues. Changes are also maintained as staff development and training are very much linked to improvement and the manager and staff are proactive about seeking and responding to parents' and children's views. Children benefit from continuity of care and learning because of the club's positive links with the schools they attend and effective working relationships with other professionals working with those children who have special educational needs and/or disabilities. From the outset

strong partnerships are formed with parents and carers. They are warmly welcomed in the setting, have regular opportunities to talk to the manager and staff, and are encouraged to see what their children have been doing. It is clear from parents' comments and questionnaires that they highly value the manager and staff and what is offered to their children. When their child starts, parents are given the organisation's helpful prospectus which includes the out of school club. Information on the notice board and in newsletters updates parents about children's activities, staffing, policies and other matters relating to life at the club. However, as part of their current improvement plan, the manager and staff aim to revise the initial information given to parents, to make it more individual and relevant to how the club operates and the range of activities it provides.

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

Children thoroughly enjoy themselves at the out of school club and make very good progress. They are supported really well by enthusiastic adults who ensure each child is warmly welcomed as they come out of school. Once back at the club's premises, children have an array of rewarding well-laid out activities and games to choose from, and they soon settle and become absorbed in play. All staff have a sound understanding of each child's individual learning and development needs and promote these well as a result of their robust assessment and planning. Key persons build positive relationships with children, taking an interest in what they like to do and joining in their play. From their discussions with children and their observations, staff have a clear idea of each child's starting points and interests. They promptly identify where children need to focus on a particular aspect of their development or need additional support. Adults work successfully with parents and other agencies so that children with special educational needs and/or disabilities have the right levels of support, access relevant resources and equipment, and are helped to make progress at their pace. Effective strategies are in place to support the communication and language needs of children who speak English as an additional language. The manager and staff confidently plan and organise rewarding topics and activities which cover all areas of learning, are well-resourced and cater for children's differing abilities and interests. For example, children enthusiastically take part in a music week, sessions on health and safety and special days and topics about different countries and celebrations. Each session offers a good balance of child-initiated play with some focus activities.

Children learn very good skills for the future. They are resourceful, independent learners, relishing the variety and choice of activities and confidently making decisions about what they want to play with. For example, when they would like additional toys and games out, children refer to a set of photographs depicting a range of equipment and activities, and they confidently explain the purpose of these or the rules of certain games to other children and adults. Children behave well. They discuss and agree the club 'rules' and adults make sure they know what is happening and what is expected of them at different times during the session. One of the many strengths of the setting is the way children play harmoniously and socialise together. They have strong friendships within their own school and age groups but especially across all ages and backgrounds. They naturally

welcome and support new children, and with the adults' sensitive input this really helps to engender a strong family ethos, so that all children feel emotionally safe and secure. Adults are also very aware of children who need more reassurance and they promptly but sensitively intervene to address any disagreements or inappropriate remarks. However, these instances are rare, and staff are proactive about organising activities or discussions to sensitively explore issues such as bullying, racism and children's personal safety in ways that all children understand and benefit from. Children's positive awareness of the wider world and the needs of others is further endorsed by taking part in fundraising and regular visits from people within the community such as the police and representatives of the armed forces.

Children are competent communicators. They chat easily to their friends during snack times and activities, they express their ideas as they play and contribute well during discussions, taking turns in speaking and listening attentively to others. They enjoy looking at books and have many worthwhile opportunities for mark-making, drawing and to comment on and label their art and craft work. For instance during a topic on healthy lifestyles children made their own menus which were then laminated and are now used in the café role play area. Children think critically. Fun games such as snakes and ladders, dominoes or a shopping game promote their counting, number recognition and comparing skills. During physical play such as team games and circuit training they help to keep a record of the score or points, with older children assisting the younger ones. A variety of quizzes challenge their thinking and reasoning, as well as providing opportunities for children of all ages to carry out research from the books and resources provided. They find out more about a wide range of subjects such as music, features of different celebrations and aspects of life in different countries. Children are very creative and imaginative. They confidently express their ideas in their colourful, detailed drawings, paintings, collages and models. Children enjoy music, for instance enthusiastically trying out a range of percussion instruments. They love acting out scenarios during play with small world figures and toys, or in inviting role play areas such as the café or hospital.

Children's welfare is promoted very well. Their care, health, dietary and cultural needs are clearly understood and fully met. They have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear, confidential records are kept of incidents, accidents and medication, and parents are kept well-informed. Children develop a sound, sustained understanding of the importance of a healthy lifestyle. They adopt good hygiene practices and during sociable, well-organised snack times they make healthy choices about what to eat and drink. They enjoy regular physical exercise, taking part in a range of team and individual games which develop and extend their skills, confidence in movement, and spatial awareness. Discussions and activities consolidate children's awareness of healthy living as they devise menus, create collages and posters of foods that are better for them, and explore the benefits of exercise. Children are kept safe as the premises are secure and free from hazards. They are well-supervised and are also taught how to keep themselves safe and to manage risks, for instance during routines such travelling or walking from school or when using tools and equipment. Topics and discussions further extend their understanding of fire hazards and road safety, how to manage

their own personal safety and protection, and what to do in an emergency. Robust risk assessments and checks are used to effectively monitor overall safety, with prompt action taken to reduce any hazards. Children help to promote a safe environment as they assist with tidying up and help with regular checks and cleaning of toys and equipment.

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