

# Woodston Whizz Kids

Inspection report for early years provision

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**Unique reference number**

EY280534

**Inspection date**

16/12/2009

**Inspector**

Isobel Randall

**Setting address**

Woodston CP School, Celta Road, Peterborough,  
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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**

Woodston Whizz Kids Out of School Club opened in 2004 to care for children from three to 11 years. It is registered on the Early Years Register and also on the compulsory and voluntary Childcare Registers. It operates from Woodston Primary School every weekday during school terms from 3.15pm to 6.00pm. The club has use of the school hall, playgrounds and swimming pool with access to toilets and kitchen facilities. A maximum of 19 children may attend at any one time. Care is offered after school for children from four up to 11 years old. There are currently 18 children on roll of whom three are in the early years. The club is able to support children with special educational needs and/or disabilities. The premises have disabled access and facilities. Currently two members of staff are employed, both of whom have an appropriate childcare qualification. The club receives support from a childcare adviser from the Peterborough Sure Start Strategic Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Woodston Whizz Kids Club meets the needs of the early years children appropriately. Leaders have addressed recommendations made at the last inspection and show satisfactory capacity to improve. Leaders ensure that the provision is inclusive, promoting the welfare of all of the children.

## **What steps need to be taken to improve provision further?**

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

- complete return of written permission from parents for seeking emergency medical advice or treatment
- provide parents with information about the setting, policies and procedures and activities provided for children.
- collaborate with teachers of early years children to plan a range of activities and play opportunities that build on what they experience in school

## **The effectiveness of leadership and management of the early years provision**

The leadership and management of the early years provision is satisfactory. Safeguarding arrangements are in place. Secure recruitment procedures enable leaders to employ appropriate adults, while full risk assessments are in place for the new areas in use. Staff carry out and record daily checks on the premises to keep children safe. Both have recent training in first aid for children. Staff register the time of children's arrival and departure, ensure that they leave with their parents or with the person nominated to collect them. They have followed the recommendation to record the times of their own arrival and departure. Leadership and management of children's learning are satisfactory. The key person for each

child in the early years liaises with the parents and class teacher to ensure that activities are relevant to the interests and daily experiences of the child. Adults take local authority advice and guidance about their provision for children with special educational needs and/or disabilities. The club is well resourced to provide children with a wide choice of activity, and has good access to school facilities such as computers and play equipment. Partnership with parents is sound. Parents express their satisfaction with the provision, and there have been no complaints. They discuss their children's experiences when they collect them, but do not have formal written communication or feedback except about administrative matters. The club has satisfactory capacity to improve. Leaders have taken action to follow recommendations made at the last inspection, although much of this has been recent because of a change of staff. Although policies and procedures to ensure the health and welfare of the children are all in place, they have not been made freely and openly available to parents since the move. Parents are now asked for permission to administer medicines, but some have not yet responded to the recent request that those already registered should return a permission form.

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

The quality and standards of the club's provision is satisfactory. Sound procedures ensure that children are always supervised by adults so that they behave in a manner that keeps them safe. Children are expected to wash their hands as required, and especially before eating their snack. When they attend other events in school during club time the manager liaises with the school to check their presence and make sure that they return at the expected time. Parents state that the children feel safe and enjoy coming to the club. They like to relax with activities of their own choice. Arrangements for their learning and development are satisfactory. None of the early years children were present on the day of the inspection but their key worker liaises with their class teacher to ensure that they have experiences in the club relevant to their interests and daily experience, although not building on the children's achievements. Planning is very general, based on type of experience such as computer use, food preparation, sports, board games and construction sets. Children are also encouraged to select independently from other stored equipment, and to clear away what they have taken out. As early years children attend irregularly adults do not attempt to build continuously on achievements that they have observed, nor is there a system for recording children's achievements. Adults discuss concerns about children's behaviour or communication with class teachers, so that all can act consistently to address them. Children are therefore appropriately cared for and provided with experiences that they enjoy after their day in school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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: Met

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