

# Wick Out of School Club and Holiday Play Scheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY248600
<b>Inspection date</b>	07/10/2010
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Wick C of E Primary School, Church Road, Wick, Bristol, BS30 5PD
<b>Telephone number</b>	0117 937 2399 or 07879 220 286
<b>Email</b>	
<b>Type of setting</b>	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**

Wick Out of School Club and Holiday Play scheme first opened in 2002. It is a community group, which is managed by a parent committee and is located within Wick Primary School. The club has the use of the hall, ICT suite and outside area. Children have access to a secure enclosed outdoor area. There is disability access to the setting. Children attend the club from the school and local area.

A maximum of 24 children aged from four to eight years may attend at any one time. There are currently 91 children on roll, of whom five are in the early years age range. Children aged eight to 11 years of age also attend the club. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is open during term time from 3.15pm to 5.45pm, Monday to Thursday, and during the school holidays. The out of school club employs seven members of staff, four of whom hold a relevant childcare qualification. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

The provision at Wick Out of School Club and Holiday Play Scheme is good. Children enjoy the calm and friendly atmosphere created by staff and play well together. They are included in a wide range of well-resourced indoor and outdoor activities and behave very well. Children's safety and well-being is exceptionally well promoted. Partnerships with parents and carers and the host school are good and information is shared effectively. The manager, committee and staff have a good awareness of the setting's strengths and areas for improvement, such as the recording of activities. They demonstrate a good capacity for continued improvement.

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

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

- develop further the culture of reflective practice by evaluating the assessment of activities and encouraging children to be involved in this.

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

Safeguarding is outstandingly effective because staff have an excellent knowledge of safeguarding and child protection procedures. Staff are deployed very effectively to ensure children's safety. Risk assessments are carried out daily and all equipment is checked on a regular basis to ensure it is safe. Security within the setting is excellent and there are robust collection procedures in place, which are followed by staff and parents. Comprehensive well-written policies and procedures

are fully implemented to ensure children remain safe indoors and outdoors. There are rigorous staff recruitment and vetting procedures in place, to check the suitability of adults working with the children. Fire evacuation procedures are practised regularly, so that children become familiar with the routine.

Partnerships with parents and carers are good, because staff are welcoming and supportive. Comprehensive newsletters and the parent's notice board keep them well-informed of activities and special events. They are kept informed of their children's progress and development through daily exchange of information. Staff share the learning journals with parents, which they are developing for the youngest children. Parents say their children enjoy coming to the club because they have fun indoors and outdoors in a bright, stimulating environment. The relationship with the host school is good and the club benefits from the use of its facilities, including the hall, the ICT suite and outdoor environment. Staff ensure a smooth transition to the setting at the end of the school day and information is shared effectively.

The club is well-led and managed. Staff value the views of parents and children and meet regularly to share information and consider future activities and improvements. The management committee also meet regularly and give strong support to the play leader and staff. Good progress has been made since the previous inspection. In particular, children are encouraged to make sensible choices and decisions about activities and play. The play leader, staff and the committee regularly monitor the work of the setting to evaluate its strengths and areas for development. Good self-evaluation procedures are in place and there is a clear understanding of strengths and areas for development. Currently, they are developing the planning, recording and assessment of the children's activities. This includes involving the children more in recording their own experiences, for example through the use of the digital camera and computer. Staff make effective use of a good range of tidily stored resources. They all access relevant training to enhance their practice and staff appraisals are carried out annually. They work well together as a team and demonstrate a good shared commitment to develop the club and its setting.

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

Staff place a strong emphasis on the value of play and children benefit from well-resourced and purposeful indoor and outdoor play. They put careful thought into the activities, value the children's ideas and include these in the choice of activities and experiences. They are developing ways of recording their planning and the children's experiences. Key staff evaluate the achievements of the youngest children in their learning journals, however they are exploring ways of including children in the recording of their own activities. Overall, children achieve well in a bright, fun-filled environment.

Children are highly valued as individuals by staff and behave very well. They are very happy and secure and have respect for each other and their feelings. Staff have a consistent approach to managing children's behaviour. Children understand

right from wrong and respect rules and boundaries, which they helped to establish. Staff have an excellent relationship with the children and encourage them to be independent and confident. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are supported well in their experiences at the setting.

Children are developing a good understanding of keeping themselves healthy and safe. They enjoy physical activities and balance carefully on climbing apparatus and scooters. They cooperate well as they play football, dodge ball and indoor hockey. They are encouraged to make healthy choices at snack time, which consists of a range of fruit, vegetables and a drink of water or fruit juice. Children learn to use equipment safely as they make fruit kebabs and pizzas. They also benefit from talks on safety by staff and are successfully encouraged to make safe choices.

Children enjoy their time together in the club and are involved and interested in their activities. They have fun learning and being creative and enjoy making aeroplanes, windmills, picture frames and bookmarks. They use their imaginations well as they design their own fashion magazine and create colourful mosaics. They enjoy making giant flowers and bug key rings. Children's computer skills are developed very well and they benefit from having regular use of the ICT suite. They enjoy going on nature walks and building dens. They share their time fairly when using the Play Stations for games. Festivals such as Diwali, Christmas and the Chinese New Year enrich their experiences and knowledge about customs and others cultures. However, children do not make full use of the digital cameras to record their activities and experiences. Staff work hard and effectively to provide a safe, fun and enjoyable play environment. Children are keen to learn about insects and go on bug hunts. They enjoy making cakes for the birds in autumn and winter and benefit from talks about animals and insects, and how to use the library. Children attending the holiday club really enjoy listening to stories from the local librarian and have fun on the bouncy castle, in addition to their usual activities. Overall, the children are well-prepared for life outside the school day, and future learning experiences.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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