

Wylde Cats After School Club

Inspection report for early years provision

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21/10/2010

Inspector

Janet Keeling

Setting address

Wylde Cats, Green Lanes, Wylde Green, Sutton Coldfield,
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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

Wylde Cats After School Club registered in 1995. It operates from facilities at Wylde Green Primary School in Sutton Coldfield. The setting has access to the main school hall, dining hall, two classrooms, the computer suite, quiet room, kitchen and toilet facilities. The premises are all on one level with easy access. The setting also has access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 104 children aged from four to under eight years may attend the setting at any one time. Children up to the age of 11 years may also attend. Currently there are 150 children on roll, of these, 19 children are within the early years age group. It opens each weekday during school term time only. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of the sessions on offer.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 18 members of staff who work directly with the children, of whom, 13 hold an appropriate early years qualification. The setting achieved an Aiming High Quality Award in 2008 and is in receipt of support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive exceptional levels of care and support at this stimulating, lively and forward thinking setting. Children are extremely happy, confident, and independent and relish the opportunities they are provided with. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Children engage in an extensive range of enjoyable and challenging activities, which fully support their interests and learning needs. Highly successful partnerships with parents and the host school have been firmly established. The setting is led and managed by an experienced, highly motivated and enthusiastic manager who is committed to driving improvement and consequently the setting is extremely well placed to progress in the future.

What steps need to be taken to improve provision further?

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

- reviewing and improving the facilities for the storage of children's coats and personal belongings.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding and protecting children. All staff have a comprehensive understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. The manager and staff are extremely competent, caring and demonstrate an excellent understanding of their roles and responsibilities. There are robust recruitment and vetting procedures in place and valuable appraisal systems which encourage continued professional development of all staff. The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. Detailed risk assessments are completed and cover all aspects of the learning environment and consequently, risks to children are fully minimised. Staff routinely verify the identity of all visitors to the group and have a visitors' book in place. The deployment of resources is outstanding and the environment, both indoors and outdoors, is exceptionally well organised as it provides an extensive range of enjoyable and challenging opportunities for all children. Staff are deployed effectively throughout the sessions to ensure children are supervised safely at all times. Resources and equipment are made accessible and as a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

The manager has a very clear vision for the setting and demonstrates an inspiring commitment towards further enhancing the quality and outcomes for all children. Through the effective use of their self-evaluation system and the regular use of parent questionnaires they ably identify the group's strengths and areas for development. Currently, the manager is looking at ways to further improve the storage of children's coats and personal belongings. Termly team meetings provide valuable opportunities for staff to reflect on their practice, discuss training and to share their views and ideas, and the monthly staff briefings keep staff fully informed about current issues within the setting. Methods to promote equality and diversity thread through the whole setting, this is successfully achieved through planned activities, the use of role-play equipment and through open discussion between staff and children. All children are unquestionably included and integrated as their individual identities are nurtured and staff are dedicated to adapting the provision to meet the changing needs of the children who attend. Excellent links have been established with the host school through the outstanding implementation of the key-person system, which ensures continuity of care and support for all children.

Partnerships with parents are outstanding as parents are warmly welcomed by staff and clearly feel very comfortable within the setting. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children feel safe and secure. Parents are very well informed regarding their children's care and are aware that they can speak to their child's key person at any time. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Parents

access a wealth of information regarding the group through the use of a parents' notice board, newsletters and through the daily diary which informs parents of the day's activities and news. In addition to this there are many beautiful photographs of their children enjoying an array of activities whilst at the setting, which adds to the extremely welcoming environment. All required documentation, such as contracts and consents are completed and very well maintained. Parents also receive an 'Induction Booklet' before their child starts at the group and have access to all policies and procedures. Parents expressed very positive views during the inspection. Comments included, 'we know our children are kept safe and secure', 'staff are approachable, friendly and very welcoming' and 'we are delighted with the excellent care that is provided for our children.'

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

Children benefit enormously from an exceptionally well organised environment and from the staff's excellent knowledge and understanding of how to develop children's learning through play. There is a lively, energetic and vibrant atmosphere where children respond to challenges with enormous enthusiasm. They have excellent opportunities to take responsibility for their own learning and play as they access a wide range of activities and resources both indoors and outdoors. There is an outstanding balance of adult-led and child-initiated activities that result in children being active and creative learners. Staff interaction is commendable as they know the children very well, ask open ended questions and competently support children as they play. On admission to the setting all required documentation is completed, which records children's individual needs, interests and any special requirements. Consequently, children are cared for according to their individual needs and parents' wishes. Children who are within the early years age group have detailed 'All About Me' folders, which record children's progress towards the early learning goals and contain both written observations and photographic evidence of their learning and progress.

On arrival at the setting children receive a very warm welcome from staff, who are interested in their day at school. Children are very aware of the day-to-day routine; they put away their coats and bags, sit patiently in the hall and chat eagerly to their friends and staff about their day's news. Once registration is completed children are invited to choose which activity group they would like to join. Children can choose whether to play outdoors, in the computer suite or in the hall. Children play very well independently and with their peers and are extremely supportive of each other. They demonstrate great excitement and laughter as they play at the craft table. Children cut and glue mini hats and chat together about their designs. Games such as pool teach them about taking turns and having fun whilst competing. They really enjoy playing with interactive handheld computer games and relish the daily outdoor play opportunities, where they can play football, 'tag', volley ball and climb on the fixed equipment. Children are encouraged to take an active part in the running of the setting and staff regularly consult with the children and act upon their feedback. For example, a recent 'movie night' gave children the opportunity to choose a film and then watch it whilst eating popcorn.

Children's behaviour in the group is excellent as they are polite, well mannered and show concern for each other. They behave in a manner that is supportive of their learning and develop confidence and self-esteem because staff give regular praise and support. Children's contributions and achievements are fully recognised as they receive 'special mention certificates', reward stickers and earn points each week, which are placed on the 'effort charts'. Children's knowledge and understanding of the world is enhanced as they access resources and equipment that is representative of diversity and they celebrate cultural festivals throughout the year. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children are fully aware that they must inform staff if they wish to join another activity, they wear a 'Wylde Cats Security Pass' when moving from one part of the setting to another and are fully aware of the setting's rules. Children understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Good hygiene procedures and practises ensure that children are kept free from infection. Children routinely wash their hands before snacks and after using the toilet. The setting fully promotes healthy lifestyles, as each morning the children take part in 'Wake-Up-Shake-Up' sessions, which promote children's coordination and overall fitness. Children also enjoy a healthy breakfast as they choose from, a variety of healthy cereals, yoghurts, bagels, hot buttered toast, pancakes and fresh fruit. They freely access drinking water and juice throughout the session, ensuring they remain hydrated.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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