

Whizz Kids Out of School Clubs

Inspection report for early years provision

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Inspector

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Setting address

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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

Whizz Kids at St Gabriel's is one of four out of school clubs owned by the private providers. It operates from a self-contained unit in the grounds of St Gabriel's Primary school in Alsager, Cheshire.

The setting is registered to care for a maximum of 25 children at any one time. There are currently 49 children on roll. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for a variety of the sessions. The group is open from 7.45am to 8.40am and from 2.45pm to 6.00pm during school terms. There are three members of staff including the manager, two of whom hold early years qualifications to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure and overall enjoy their time spent at the setting after their school day. Partnerships with parents are good, as parents receive good information about their child's progress. Interaction with other providers is strong, which helps to promote the welfare of the children. Regular self-evaluation ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- review the use of the outdoor area to enable children to take part in daily outdoor activities.

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted as there are secure safeguarding procedures in place, which includes the staff's good understanding of what action to take if they have any concerns about a child in their care. All staff have undergone suitability checks and a record of each staff member's disclosure number is kept. Thorough risk assessments and daily checks ensure that hazards are minimized. All records required are maintained, and policies and procedures reflect daily practice.

Staff have developed a secure knowledge of the children in their group enabling them to assess and plan for future learning. Parents receive a good level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual

needs and in line with parents' wishes. A message book is used to pass on information that may have been received when the children are collected from school. Staff recognise the importance of working with other professionals and has made appropriate links with the host school that the children attend. As a result, there is continuity of their care and learning.

The environment is warm and welcoming and well maintained and attractively presented to help children to settle happily. Displays of children's work and age-appropriate resources create a child-friendly environment. The setting provides a service that is inclusive to all of the community. Children are beginning to understand about the wider world through the celebration of different festivals and the variety of play resources available to children.

Self-evaluation is in place and takes into account the views of parents and children. Children take part in monthly meetings where they are able to discuss future events, such as, art and crafts activities and ideas for snack. All of which, demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement.

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

Children arrive happy and eager to play after the rigours of their school day. They quickly settle to enjoy their snack, they chat and share stories about their day and discuss what they are going to play with. Children develop their independence as they choose what they play with and take delight in being the chosen helper.

Staff observe children during play and record their achievements. A selection of activities are then planned to take account of children's interests and their individual learning needs and plan next steps for them to work towards. This method is generally effective and, as a result, children make good progress.

Children develop skills for the future through the range of activities they develop their writing skills as they label their art work and use their name card to self register on arrival. Children are able to access a variety of books and sit comfortably to read and look at the pictures. Numbers and shapes are displayed within the setting and mathematical language is used during their play for example during art activities.

Children develop a range of physical skills and benefit from fresh air and exercise through some organised visits to the school playground. However, this limits their time spent outdoors. Activities based a variety of cultural festivals and special events. Resources that promote positive images and books about other people and different religions help children to become aware of the wider world.

Behaviour is good in the setting children understand what is expected of them due to them being involved in the devising of the club rules. Children also evaluate

each session by placing their named peg onto faces showing 'fun', 'ok' or 'bored'; this helps staff evaluate and plan future sessions. Older children are patient and caring and help the younger children in their chosen activities.

Children are encouraged children to follow effective hygiene routines, such as, hand washing before snack and after using the toilet. The setting promotes healthy eating a variety of healthy snacks are provided, such as, fruit and crumpets. Fresh drinking water is readily available throughout the session.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	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	2
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

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