

# Skool Kidz @ Wellsway School

Inspection report for early years provision

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**Unique reference number** EY359347  
**Inspection date** 07/03/2011  
**Inspector** Fiona M Robinson

**Setting address** Wellsway School, Chandag Road, Keynsham, BRISTOL,  
BS31 1PH

**Telephone number** 0117 9864 751

**Email**

**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

Skool Kidz @ Wellsway was registered in 2007 and is one of several clubs run by the same private organisation. The group runs from a new mobile unit sited next to Wellsway and Chandag Infants and Junior Schools in Keynsham, near Bristol. There is ramped disability access to the building. All children share access to a secure, enclosed outdoor play area. There is support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The breakfast, after-school and holiday club is registered for 24 children under eight years of age. There are currently 78 children on roll altogether, with 40 being under the age of eight years. The group offers care from 7.45am to 8.45am for the breakfast club; 3.15pm to 6.30pm for after-school care in term-time; and 8.15am to 6.15pm for the holiday club, which is offered according to demand during school holidays. The breakfast and after-school club runs for children of Wellsway and Chandag schools. The holiday club is also open to children from the surrounding area. Children attend for a variety of the sessions on offer.

The group employs six staff, three of whom hold National Vocational Qualifications at level 3, or the equivalent. Three hold level 2, and one has a BTECH.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience a wide range of generally well-planned activities and behave well. Staff ensure their needs are met in a welcoming, inclusive environment. Partnerships with parents and carers and the host school are good, and information is shared effectively. The manager and staff have a good awareness of the club's strengths and areas for improvement, such as developing assessment systems and resources for technology. There is 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 use of technology in activities
- extend the systems for monitoring and recording the achievements of the youngest children.

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

Children are cared for in a secure environment. Risk assessments are rigorous and daily safety checks are made to ensure the environment is safe for children's play. Staff have a good knowledge of safeguarding and child protection procedures. There are comprehensive policies and procedures which are fully implemented to ensure children are safeguarded from harm. Staff are deployed effectively to ensure children's safety. There are rigorous systems in place for the collection of children, which staff and parents follow carefully. Fire evacuation drills are practised regularly, so that staff and children are familiar with the procedures. There are robust staff recruitment and vetting procedures in place, to ensure that all adults having contact with or working with the children are suitable.

Partnerships with parents and carers and the host school are good. Parents receive regular information through informal discussions, comprehensive newsletters, the club website and the parents' notice board. They say that staff are caring and friendly and their children enjoy their time at the club. Parents' feedback is valued and they are supportive of trips and visits to the cinema and park during holidays. The relationship with the host school is good and the club benefits from the use of its outdoor environment. Staff ensure there is a smooth transition to and from school at the beginning and end of the day. There is good provision for children with special educational needs and/or disabilities, and information is shared effectively with parents, the host school and outside agencies.

Good self-evaluation systems ensure that they have a clear idea of their strengths and areas for development and show the settings good capacity to improve further. Good progress has been made in addressing the recommendations of the previous inspection. Staff work well together and meet regularly as a team to discuss their planning and evaluate their activities. They access training to enrich and enhance their qualifications and regularly review and update policies and procedures. They have a clear idea of areas for improvement, such as continuing to develop the systems for recording the achievements of the youngest children. This impacts on staff having a comprehensive record of progress over time for these children. Effective use is made of a good range of resources to meet children's needs in most areas of learning. However, resources in information and communication technology are more limited, which impacts on children being able to use resources such as the computer and digital camera to support their learning. Staff actively promote equality and diversity and ensure that all children are included in activities, such as learning about lifestyles, customs and food in other countries.

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

Play is interesting, well-planned and purposeful and children achieve well. Staff value the children's interests and ideas and incorporate these into the planning and organisation of activities. They are beginning to develop ways of recording the

achievements of the youngest children, in order to better identify where they are in their learning and development. Themes such as 'Dinosaurs', 'Spring' and 'Trees' result in colourful displays featuring children's artwork. This makes the environment bright and positive.

Children are well behaved, because staff have high expectations and are very good role models. They learn right from wrong through using the club's rules, which they helped to compile. Staff build up children's self-esteem and sense of involvement effectively. They follow a consistent approach to managing behaviour by using encouragement and praise. Children are encouraged to share games and resources and show respect for others. Their independence is actively promoted, because resources are easily accessed. Children with special educational needs and/or disabilities are sensitively supported in their play and they learn to make good choices. All children enjoy learning about other lifestyles, festivals and cultures. Children are included equally in activities and topics such as 'Italy', 'Spain' and 'Japan', which enrich their experiences. They also benefit from talks and discussion with staff on life in New Zealand.

Children develop a good knowledge of how to keep themselves healthy and safe. They enjoy physical exercise and experience regular outdoor play, which promotes their good health. They cooperate well in team games such as football, dodge ball and rounders. Nature walks around the park keep them active, and they practise their balancing skills as they climb on larger equipment. They are encouraged to make sensible choices at snack time, such as selecting healthy toppings for their mini pizzas. They enjoy healthy snacks such as soup, fruit kebabs and Spanish tomato bread. They learn to use equipment safely as they prepare spaghetti carbonara and strawberry smoothies. They benefit from talks on safety and have a good understanding of how to evacuate the club room quickly in an emergency.

Children enjoy their time at the club and are able to choose to play quietly by themselves or be active. They develop their creative skills well as they build a model of a space rocket. They enjoy searching for bugs outdoors and building dens to play in. Personal development and language skills are promoted well. Children concentrate well and enjoy playing tabletop games and snooker. They cooperate well when playing parachute games and enjoy making hot air balloons and leaf magnets. They have more limited opportunities to use technology, such as digital cameras and computers. This impacts on the development of these skills and their ability to record their own achievements. They enjoy making castles out of cardboard and cooperate well as they complete a dinosaur frieze for display. They skilfully paint and draw with charcoals and create dinosaur bones and stegosaurus footprints. They enjoy fundraising activities and going to the cinema and park during holidays. Their knowledge and understanding of the world is also promoted well as they complete simple scientific experiments such as watching the model volcano erupt. Overall, children are prepared well 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	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

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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	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