

# Wise Owls Club Ltd

Inspection report for early years provision

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**Unique reference number** EY416753  
**Inspection date** 09/02/2011  
**Inspector** Samantha Hunt

**Setting address** Courthouse Junior School, Blenheim Road, MAIDENHEAD,  
Berkshire, SL6 5HE  
**Telephone number** 07798872990  
**Email** info@wiseowlsclub.co.uk  
**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Wise Owls Club is one of two out-of-school provisions run by Wise Owls Club Limited. It opened in 2010 and operates from Courthouse Junior School in Maidenhead, Berkshire. The club is open each weekday from 3.15pm to 6.15pm term time only. All children have access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the club at any one time, aged between three and eight years old. Children up to the age of 14 years can also attend the club. There are currently 16 children on roll within the early years age group, who attend a variety of sessions. The setting collects children from Furze Platt, Alwyn, St. Edmond Campion, Newlands and Courthouse Schools.

The club employs six staff. The manager and three staff members hold appropriate early years qualifications. The other members of staff are working towards a qualification. Most staff hold paediatric first aid certificates. The setting also employs a cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are forming warm relationships with their peers and staff. Children settle well to activities on arrival at the setting. Whilst staff plan and provide children with a variety of activities which support their welfare and learning, these are not always readily available. All individual needs are respected and valued and staff relate well towards children and parents. However some information is not always effectively shared with parents. Staff are beginning to use self evaluation to highlight areas for improvement and most documentation is in place. However the setting is in breach of regulations with regards to the accessibility of information relating to suitability of staff.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained. These records must be easily accessible and available for inspection

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(Suitable people).

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

- improve the organisation of activities particularly after teatime so that children are occupied at all times and ensure staff give clear explanation when dealing with inappropriate behaviour to help children understand the rules and boundaries of the setting
- review procedures for sharing information with parents to ensure all parents are aware who their child's key person is and share development records with parents.
- improve observation and assessment records to include children's next steps in learning and use them to help inform future planning .

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

The manager and staff demonstrate a clear understanding of their role in safeguarding children. They are able to identify signs that would alert them to have concerns about a child in their care and undertake regular training to keep up to date. Children are supervised well as they move through different areas and all visitors to the setting are required to sign in. Suitable arrangements are in place to ensure the suitability of staff. However the manager is unable to produce written confirmation that all staff have had criminal records checks carried out as some staff records were not on the premises and as a result unavailable on the day of inspection. This means there is not an effective system in place to demonstrate that checks have been done. This is a breach of a legal requirement. However, the impact on children's welfare is minimised because criminal records checks are obtained before new employees start working on the premises and the required details are in place for the majority of staff.

Security is effective with staff letting parents in when they come to collect children. Daily checks undertaken ensure the areas used by the children are safe and hazards minimised.

The setting has only recently opened at the site, and manager and staff are working together to complete a self-evaluation of the provision and their practice. The manager is aware there are areas which they want to develop to bring about further improvement. These include improving storage facilities and introducing more outdoor play equipment. Staff show a sound knowledge of the Early Years Foundation Stage and plan a weekly routine which supports children. Children are being observed on a regular basis although staff are not identifying children's next steps in their records or use these to help when planning the activities. There is a sufficient range of toys and resources available for children to use, however resources are not always set out and ready for children. For example, after tea children have to sit and wait for the room to be cleared and then set up again before they can get involved in meaningful play. This results in some children rolling around because they are bored.

Information about children's individual needs is collated and all dietary needs are respected. The staff have formed a close relationship with the adjacent school and

are working with the other schools they collect from to find out what the children have been studying to help inform their planning. Parents receive information about the setting when they first book and then through policies and procedures displayed at the entrance. Whilst all children in the early years age range have a key person who observes them regularly, some parents are unsure who this is and have not seen their child's observation records. Feedback from parents shows them to be happy with the setting and the care their children receive. They comment on the friendly staff, home cooked food and the variety of activities on offer each day for their children to take part in.

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

Children are happy and settled and have the opportunity to form friendships with lots of children, as children attend from several schools within the vicinity. Many greet one another warmly as they arrive from their schools either by foot or on the bus. They share news with staff about what they have been doing at school and eagerly get down to the activities on offer. Children take part in arts and craft activities and clearly enjoy drawing pictures and, for example, deciding which set of eyes to put on their creations. They have the opportunity to play freely with toys and resources set out for them. Children enjoy sharing books with one another in the play tent and also listening to stories read to them by staff. They practise building skills as they have to work out how to build the marble run so that the marbles will get to the bottom. They change the structure several times before finally getting marbles to go down without getting stuck and then enjoy taking turns to feed marbles down. Children develop their knowledge of the wider world as they learn about other cultures. For example, they take part in activities to celebrate Chinese New Year. Staff support those who have any homework, by listening to them read or helping them to practise some spellings. There is usually the opportunity to let off some steam and take part in some physical exercise on a daily basis. Children know they need to put on their coats if it is cold and many do so with very little support from staff. Children enjoy catching and throwing balls to one another and playing games such as 'What's the Time Mr Wolf?' with children giggling and screaming with excitement as they try to get away from the 'wolf?'. Children are confident to make their needs known to staff, who show them warmth and kindness. Staff interact positively with children throughout, joining in with their games and activities with interest.

Children are provided with a balanced home-cooked meal each day and have access to regular drinks throughout the session. Meal times are a social occasion where all the children come together to eat. Staff engage children in conversation as they wait for their dinner and encourage them to talk about the foods they all like the best. Children say the meal of spaghetti bolognese is nice and many go back for seconds. Good hygiene procedures are practised throughout the session; all children know they have to wash their hands before having a snack or eating their tea. Staff wear gloves to serve up food and all tables are wiped down before and after meal times. This ensures risks to children's health and well being are minimised. Children show they feel secure as they eagerly greet staff when they arrive and are confident to seek support when they need it. Staff practise the

emergency evacuation procedures several times during the term and also talk to children about how and what to do when the alarm does go off. This helps the children to develop their own awareness of how and what to do to ensure they stay safe.

Children generally behave in an appropriate manner. They take turns well when playing games and taking part in activities. Children show a clear awareness of the rules of the setting. For example, they know they must not run in the corridor and listen to instructions when the whistle is blown. However staff do not always use sufficient explanation when dealing with minor squabbles to help children learn right from wrong. Older children show kindness towards younger children. For example, helping them to run away from the 'wolf' when playing outside. Children say they like coming to the club and in particular like doing art activities and playing with friends.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	4
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	3
The extent to which children adopt healthy lifestyles	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement effective systems to ensure that the registered person and any person caring for, or in regular contact with children: is suitable to work with children including obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the childcare Register) 09/02/2011
- take action as specified on the compulsory part of the Childcare Register (Suitability of persons to care for, or be in regular contact with, children). 09/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the compulsory part of the Childcare Register (Suitability of persons to care for, or be in regular contact with children) 09/02/2011