

Wacky-Snacky Club

Inspection report for early years provision

Unique reference number 251706
Inspection date 21/06/2011
Inspector Sue Rogers

Setting address c/o All Saints Primary School, Vicarage Road, Newmarket,
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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

The Wacky-Snacky Club registered in 1998 and is run by a committee. It operates from purpose built premises within the grounds of All Saints Primary School in Newmarket, Suffolk. The setting serves the local area and children who attend the host school. All children share access to a secure, enclosed, outdoor play area.

A maximum of 30 children may attend the setting at any one time. The setting is open each weekday from 7.30am until 8.35am and from 3pm until 5pm, term time only. There are currently 44 children aged from five to nine years on roll, and of these four children are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language and who have special educational needs and/or disabilities.

There are five members of staff who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3, two hold NVQs at level 2 and one member of staff is working towards a NVQ at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy the time they spend at this setting as they are supported by committed and caring staff. The policies and procedures are effective in supporting children's welfare needs and most of the documentation protects children well-being. The premises are well organised, allowing children to freely access outdoor and indoor areas whenever they choose. All children are included in the activities on offer and partnerships with parents are effective as they are kept well informed of their child's progress. Opinions from all stakeholders are used well to measure the setting's effectiveness. Through this the setting demonstrates that there is a good capacity for future improvements.

What steps need to be taken to improve provision further?

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

- obtain from parents information about who has legal contact and parental responsibility for each child. (Safeguarding and promoting children's welfare) 21/07/2011

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

- further develop opportunities for linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are well protected in this setting. Staff have a comprehensive understanding of how to respond if there are concerns in respect of a child's care. Staff have attended child protection training and ensure that parents are aware of their responsibilities. Risk assessments are undertaken and are regularly reviewed to protect the needs of the children that attend. Regular checklists that reflect current activities provide further protection for children. Staff supervise children's activities well, reminding them how to play safely. There is a good allocation of staff around the setting, to support children's play and further promote their feelings of safety. Recruitment systems are effective and ensure that all staff are vetted and their suitability is verified before they commence working at the setting. Staff are vigilant as they collect children from school, ensuring they are safe and that their attendance is accurately recorded. Most of the policies and procedures are effective in protecting children's overall needs. However, information about who has legal contact and parental responsibility with each child is not consistently documented, which is a requirement.

Parents are warmly greeted into the setting and are well supported in their role through regular exchanges of information, as they collect their child. Staff have established good links with them through pre-placement meetings, information packs, the notice board and opportunities to discuss their children's progress. Successful partnerships have been formed with the host school, enabling staff to liaise with teaching staff as they collect children from school. Although there are strategies in place to support children that speak English as an additional language, this provision needs further development to enable children to use their home language in their play and learning. All children are included in the activities provided and additional support from partner agencies is sought to enhance provision for children who have special educational needs and /or learning disabilities.

Support for the staff group is efficiently managed and they are encouraged to access training opportunities and progress with their professional development. Good availability of resources and an easily accessed outdoor area provide plentiful opportunities for children to learn and develop. An effective measurement of the setting's effectiveness is in place and is well informed by the views of children, staff, partner agencies and parents. Staff are very supportive of all children's activities and listen to them carefully. They answer their questions sensitively and offer further suggestions that enrich the available play opportunities.

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

Children make good progress in this setting. They have consistent access to a wide range of play activities that stimulate all aspects of their development which makes their learning fun. They have formed positive friendships with each other and relish in the support they receive from staff and other children, enhancing their play activities. Children enjoy working together to perform a play. They decide amongst themselves who will be the audience and who will be the performers. They collectively decide on the story that will be presented and choose their costumes and props appropriately. Children work well as a group, devoting their time to compiling photograph albums that illustrate their activities at the setting. They produce personalised birthday and Christmas cards using photographs they take and this promotes their creativity well. Drawing activities are very popular as children have the opportunity to relax and spend time on specific pieces of art work.

Children's skills are extended as they play football and use the scooters. They enjoy trying out different speeds on the scooters as they travel up and down a ramp. They chat easily to each other, sharing aspects of their school day and their home lives. Children access a range of books and reading materials and enjoy imagined scenarios as they play in the home corner. The setting provides activities that encourage all children to be included, accommodating the differing ages and abilities of all the children that attend well.

Children play well together as they use a selection of board games, devising winning strategies by problem solving and using their number skills. Staff support children's play throughout all activities by making suggestions and ensuring children access stimulating experiences that enhance their learning. There is an established system that assesses children's development. This documents their progress and matches their achievements against areas of learning. It also identifies activities that help them move onto the next stage in their development.

Nutritious snacks of fruit and toast encourage children to enjoy healthy eating. They have ready access to drinks of water that enable them to remain refreshed while they play. Children are also learning good hygiene habits, such as washing their hands before eating. Successful arrangements are in place to support children as they move from the school to the setting, ensuring children always feel well looked after. Overall, children are acquiring good skills for the future during their time at the setting.

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