

Wizzkids Farnworth

Inspection report for early years provision

Unique reference number	EY413736
Inspection date	11/07/2011
Inspector	Shirley Monks-Meagher

Setting address	Farnworth C of E Primary School, Pit Lane, WIDNES, Cheshire, WA8 9HS
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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

Whizzkids Farnworth was registered in 2010. It is privately owned and operates from within Farnworth Church of England Primary School, Widnes. Children use the reception classroom and the school hall for their play, care and learning. Fully-enclosed areas are available for outdoor play. The club serves children who attend the school.

A maximum of 60 children may attend the setting at any one time, however, none can be under four years old. There are currently 50 children attending, including seven who are within the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting opens Monday to Friday, during school term time. Sessions are from 7.30am until 9am and 3pm to 6pm. The setting employs four appropriately qualified members of staff to work with the children. They receive support from Halton Metropolitan Borough Council and are members of 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound understanding of the Early Years Foundation Stage ensures children's care, learning and welfare is adequately promoted in a warm and nurturing environment. The enabling environment and the interesting, age-appropriate activities supports children's learning requirements and enables all to achieve and enjoy themselves in an inclusive setting. Partnerships with parents and others effectively help staff to understand children's backgrounds, abilities and satisfactorily meet their needs. Systems are in place to evaluate the setting, which takes into account the views of all its users and targets development work which will facilitate improvement.

What steps need to be taken to improve provision further?

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

- ensure all parents are aware of the safeguarding policy and procedures; this also applies to the compulsory and voluntary parts of the Childcare Register (Safeguarding and promoting children's welfare).

25/07/2011

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

- Monitor the suitability of the contents of electronic games used on the game

- consoles
- Develop the resources and play materials to provide positive images of the diversity of our communities and the wider world.

The effectiveness of leadership and management of the early years provision

A satisfactory awareness of child protection issues and the Local Safeguarding Children Board's procedures ensures all staff can respond appropriately if safeguarding concerns arise. The setting has a comprehensive policy relating to safeguarding and they display a sign for parents inviting them to peruse their policies and procedures. However, the setting places the onus on the parents to familiarise themselves with this information and they do not do enough to ensure parents are informed, particularly in regard to their safeguarding responsibilities. Many of the parents are in a hurry when they collect their children and do not have time to look at policies and procedures, resulting in them being unaware of the setting's safeguarding role and responsibilities. This is a breach of requirements Children are protected through an appropriate recruitment and vetting systems which ensure adults working with the children are suitable to do so. Premises are kept safe and secure through appropriate risk assessment which generally recognises and minimises hazards. Children play on games consoles, but the content of the games they are playing is not monitored by staff. As a result, children are exposed to inappropriate material for their age. Children are supervised by staff who deploy themselves effectively and are kind and caring towards the children. They spend their time playing with them and this promotes children's sense of belonging and the happy and harmonious environment.

The organisation of toys and activities provides an inclusive environment which promotes children's independence effectively. Staff take time to seek information from parents, such as their likes and dislikes and current interests and this, together with the information shared by the children's teachers, enables key worker staff to develop an understanding of, and appropriately meet, children's care, learning and development needs. Children enjoy consistency and cohesion between home, school and the setting.

Suitable systems are in place for self-evaluation and these ensure that outcomes for children are monitored. Managers, staff, children, parents and other professionals share their reflections and ideas regularly, enabling the setting to recognise their strengths and identify areas for development. For example, they have introduced systems which give the children who attend a 'voice' in the self-evaluation process and they have refined the observation files to include samples of children's work as part of their ongoing monitoring of progress. Children are safer because the setting has introduced new systems to monitor the ongoing suitability of the adults who work with them.

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

The organised environment helps children to become independent and active learners as they freely select activities of their choosing. For example, children engage in a range of role-play activities, such as developing a shop area where they make their own money and act out credit card transactions on the cash register. Other children design and build railway tracks and then act out scenes with small wooden trains. Children use their problem-solving skills in practical ways. For example, they wind the bendy straws around the adult's finger to make sure that the rings they are making will be the 'right size' to fit them. They celebrate festivals and try a variety of foods, such as haggis, to help them to learn about the wider world. However, they do not have enough positive images in their play materials to help them develop a positive attitude towards the similarities and differences in our diverse society.

The staff team recognise children's uniqueness through informal observations which highlight children's abilities and interests. These complement the information they regularly receive from the children's teachers and are used effectively to provide the children with consistency and cohesion in their learning. As a result, children are supported appropriately to make satisfactory progress. Children behave generally well, following the rules which they have devised. An effective key worker system ensures that children develop trusting relationships with consistent adults and a balanced routine ensures they know what to expect next. This helps children to settle easily and feel safe.

Children are self-assured communicators. They chat confidently with the staff and their peers, initiating conversation about their day at school and events in their lives. Their language is promoted by staff asking them open-ended questions which challenge them to think. Children have lots of meaningful opportunities to develop their writing skills and express their imagination through a variety of media. Samples of these are displayed, boosting children's self-esteem and aiding their sense of belonging. Children are developing skills and attitudes which will contribute effectively to their future learning.

Children learn about their health and are becoming bodily aware. They are independent in their personal care and understand why and when they should wash their hands. Many use the antibacterial gel before they handle their snack with older children, reminding some of the younger ones when they forget. Children are beginning to recognise the importance of being healthy. This awareness of personal health is further promoted through a choice of healthy snacks, such as carrot sticks and sweet pea pods to accompany their main snacks, such as, cheese on toast, crackers and cheese or hotdogs. Water and sugar-free juice is easily accessed by the children and they can relax and rest in the comfortable area. Children thoroughly enjoy playing outdoors in the fresh air. They play team games which are helping them to negotiate and cooperate with each other. A good selection of outdoor equipment is helping them to refine their physical skills and refine their coordination. They balance across rolling logs, scale the climbing wall and scoot around on scooters.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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:

- take action as specified in the early years section (Providing information to parents). 25/07/2011

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 in the early years section (Providing information to parents). 25/07/2011