

Wizzies Out of School Club

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 - Non-Domestic

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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).

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

Wizzies Out of School club is one of two out of school clubs, which are registered by the current provider. It opened in 2007 and operates from a mobile classroom situated within the grounds of Kingsley Community Primary School in the village of Kingsley, Cheshire. A maximum of 30 children of school age may attend the Out of School club at any one time. There are currently 52 children on roll. The club is open each weekday, during term time from 7.30am to 9am plus 3.15pm to 6pm. The setting also opens during holiday times from 7.30am until 6pm. Children have access to the nursery area and school grounds for outdoor play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves at this setting. They are confident and share good relationships with the staff and their peers. Staff know children well and ensure they have opportunities to take part in fun activities of their own choice. Staff create a welcoming, inclusive environment where children are safe and well cared for. The setting works effectively with parents and the school to ensure the individual needs of all the children are met. The setting demonstrates a commitment to improvement, consulting with children, parents and staff and building links with other providers. Staff are presently developing their systems of planning for the next steps for children's learning, to ensure children in the Early Years Foundation Stage receive rewarding, good quality out-of-school provision.

What steps need to be taken to improve provision further?

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

- make sure regular fire drills are carried out and all are appropriately recorded.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected because the staff have a good understanding of the procedures to be followed to safeguard children. Robust recruitment procedures ensure appropriate checks are carried out on all staff to confirm they are suitable to work with children, which helps safeguard children's welfare. Children's safety, health and welfare are promoted through effective implementation of the setting's policies, which are shared with parents at the start of their child's placement. Children play and move around in a safe environment, as the staff effectively minimise potential hazards by conducting regular, thorough risk assessments in the setting and for all outings. Children practise fire drills and understand the need to evacuate the building swiftly and listen to staff. However, regular fire drills are not always recorded and it is, therefore, unclear whether all

children are kept safe through this procedure.

The setting strives to provide a service that is inclusive for all children and their families. Resources are effectively arranged and organised, creating an enabling environment for children to play and learn. Children are helped to be confident and independent learners because there is easy access to a suitable range of quality toys and resources, suitable for the ages and stages of the children attending. The staff team evaluate the setting and use feedback from parents and children to identify developments for the future.

Good relationships are fostered with the parents and carers, and staff ensure they are kept well informed of forthcoming activities and events. They receive a prospectus with an overview of the setting's policies, and ample information is displayed on the setting's notice board. Staff actively gather information about each child prior to them starting, which informs the setting of the children's likes, dislikes, what they are good at and any additional needs.

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

Key persons work together with parents to ensure that children's welfare, learning and development needs are met. Planning allows for flexibility by considering and responding to individual children's interests. Learning journals show observations and some assessments are carried out, which are used to help adults to identify and plan for the next steps in each child's learning. Information is exchanged with the teachers of children in the early years who attend the school. There is a wide spread of children of all ages, and they are all engrossed in activities which they choose themselves. Staff interact well with children, knowing when to offer support and when to stand back from activities, clearly demonstrating they have an accurate understanding of their needs. Children are happy and curious about everything around them. They organise their own games such as cricket, build structures and dens outdoors, and show care and concern for each other.

Children have excellent opportunities to develop their understanding of the natural world as they plant and harvest vegetables, making cauliflower cheese from the vegetables they have grown. Children benefit from accessing the outdoors in all weathers. Children have access to a computer and dance energetically to music. There is a range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning. A corner of the premises is used by children to organise their own games, with a variety of objects of varying textures and natural materials, which provide sensory experiences. There are dressing-up clothes, cushions and a parachute to create a warm and comfortable space that children thoroughly enjoy. Children are encouraged to talk and express themselves in a safe and caring environment, and demonstrate their sense of belonging and identity. Children's personal and social development is heavily featured throughout this provision. This is because children are valued by the staff, who work well with them. Effective labelling enhances children's understanding of the written word. Children enjoy sharing books, which they access independently, and enjoy sharing a familiar story. They have a wide variety of opportunities to be

creative, and choose their own resources to paint, draw and make models.

A range of activities and resources that portray positive images, help children to learn about diversity. Children celebrate special days and events. Children's health and well-being are promoted effectively. Staff encourage parents to support this through the provision of healthy lunch boxes, and fresh water and fruit are available throughout the day. Hand-washing routines are reinforced at appropriate times, and children are supported to develop good personal hygiene habits. They learn to understand their bodies' needs, such as being thirsty or tired, and independently access drinks or have a rest when they need one. Children are very cooperative and respond extremely well to staff and the simple rules that are in place to keep them safe.

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