

Whizz Kids

Inspection report for early years provision

Unique reference number

EY402780

Inspection date

28/11/2011

Inspector

Jill Maguire

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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).

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

Whizz Kids opened in 2009. It is a committee run organisation. It operates from the large hall, the computer room, studio, library and reception classroom within Woodchurch C of E Aided Primary School. The group has access to the main school playground and reception class outdoor play area. It is situated on a housing estate in Upton, Wirral. A maximum of 48 children in the Early Years may attend the club at any one time. The group serves the school, operating both a breakfast and an after school club. Care is also offered during some school holidays. The group opens five days a week during school term times. Sessions are from 7.45am until 8:50am and from 3.30pm until 6pm. During the school holidays it operates from 9am to 3pm. It is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The club employs nine staff, of whom four hold appropriate National Vocational Qualification Level 3 childcare qualifications and of whom three hold National Vocational Qualification Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are greeted warmly by staff, who create a happy environment in which all children can play and feel included. However, risk assessment records do not clearly identify all hazards in the environment that need to be checked on a regular basis. Staff understanding of Local Safeguarding Children Board procedures is not up to date and they haven't attended safeguarding training. The setting shares information regarding children's welfare on a daily basis with parents and class teachers, though opportunities to link up with children's progress in the Early Years Foundation Stage are not fostered. Lack of observation and assessment means children's individual needs are not fully met. On the day of the inspection staff were unable to produce a current paediatric first aid certificate and the complaints procedure for parents to contact Ofsted.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding children policy and procedure. This must include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 28/11/2011

- identify aspects of the environment that need to be checked on a regular basis; providers must maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 28/11/2011
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) 28/11/2011
- ensure at least one member of staff who is on the premises at all times holds a current paediatric first aid certificate (Safeguarding and promoting children's welfare) 28/11/2011
- undertake sensitive observational assessment in order to plan to meet young children's individual needs. (Organisation) 28/11/2011

The effectiveness of leadership and management of the early years provision

The setting provides an inclusive and welcoming environment where all children are settled and involved. Staff carry out some checks of the outdoor area; however, there are no records of checks or aspects of the environment identified or by whom they have been checked. This means legal requirements have not been fully met and, therefore, that children's welfare is not adequately protected. Other records related to children's attendance, evacuation procedures and accident logs are satisfactorily maintained. The setting has good systems in place to ensure the suitability of adults working directly with children. However, staff were unable to produce a current paediatric first aid certificate on the day of the inspection. Staff were able to identify the designated safeguarding person on the school premises, but were unclear as to what actions they would take if that person were not on site. They were unfamiliar with the Local Safeguarding Board procedures and have not attended any safeguarding training. This means the safeguarding procedures were ineffective and this, along with the other issues identified, means children's safety is compromised. This is a breach of the welfare requirements.

Children are keen to attend the out of school club which parents find very reassuring. They are provided with healthy snacks, such as soup and fruit, and are happy to talk to visitors about their favourite healthy foods. Children chat happily with adults and one another as they choose toys, games and puzzles from a range of resources that are labelled and stored on shelves and in cupboards at their level. They are able to independently locate and select paper and mark-making items to draw pictures. Children ask to use a computer game on the interactive white board and are able to take turns at using the console. Some children choose to relax in the quiet area on cushions and play with hand-held computer games. Staff regularly consult with the children about the activities they plan in the setting and involve them in decision-making. For instance, some children expressed an interest in cooking, so a mini cooking course was introduced where children could make their own pizzas and cakes to eat in the setting or take home. This and the

large displays of children's artwork demonstrates how the staff value children's contributions and encourage feelings of self-worth.

The setting is able to identify areas for development, such as attending training around the Early Years Foundation Stage and introducing Learning Journals for the children to show how they are making progress. Staff speak with the school on site and another provider on a daily basis to exchange information around children's welfare needs or messages for parents. However, opportunities are missed to link up with these settings to share information regarding children's interests and learning in the Early Years Foundation Stage. This limits the quality of information available to support children's achievements and progress.

Parents are happy with the setting and say children often do not want to leave at the end of the day. They feel information around their child's welfare and care needs is communicated well and a parent newsletter keeps them informed of what is happening in the setting. However, the exchange of information is largely one way and parents do not feel they contribute to their child's learning in any way through discussions around their interests. There have been no complaints about the setting and the accident log is signed by parents and staff. However, the complaints procedure and contact number for Ofsted should parents wish to contact them was not available on the day of inspection, which is a breach of the welfare requirements.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. The setting is fully inclusive and has ramp access and disabled toilet facilities. An effective equal opportunities policy is in place; however, this needs to be reviewed regularly.

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

Children arrive and settle down well at the beginning of the session and disperse to choose their own activities. Children largely initiate their own play and the adults support this, joining in with games and supporting them to collect resources from the storage units. However, staff knowledge of the Early Years Foundation Stage is limited and they do not carry out observation or assessments. This means children's needs are not effectively identified or met. However, some planned activities take account of views expressed by the children such as the cooking sessions, which means children are enthusiastic about their learning. The children are developing information and communication technology skills and play well together on computer games, hand-held games consoles and access a CD player. Children of different ages take turns and are accepting of when it is time to switch off the interactive screen. Imaginative and creative play is encouraged through role play and construction toys and a quiet area with bean bags and cushions provides children with a comfortable corner to relax. There is a good range of activity toys and games which they use to develop their problem-solving skills. Children are supervised and know the procedure to walk to the foundation stage outdoor area for physical games and to a gardening area where they plant and

tend flowers and vegetables. This helps them to develop knowledge and understanding about how to care for living things in the environment. Snacks are taken outdoors in the better weather in the secure area opening off the main room, and children sometimes have access to sand and water outdoors.

Children are able to discuss how they are brought to the out of school club from their classrooms and off site. They know the routine and procedure well and talk about the need to wait for their teacher to bring them into the setting and why they need to wear a seatbelt in the car. This demonstrates their developing awareness of how to stay safe; however, due to the setting not meeting specific legal requirements in relation to Safeguarding, children's welfare is not fully protected. Children behave well and are considerate of one another. For instance, one child helps a younger child to access the dolls and prams when she is struggling to pull them out onto the carpeted area. They are polite to adults and friendly with one another.

The children develop social skills when they sit together for soup, fruit and drinks, as they arrive and chat amongst themselves about their favourite foods and the forthcoming Christmas play in school.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
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	4
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	4
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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	4
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:

- keep and implement a statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (Arrangements for safeguarding children)(also applies to the voluntary part of the Childcare Register) 28/11/2011
- take action as specified in the early years section of the report (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register) 28/11/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 28/11/2011
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register which a parent makes in writing or by email (Procedures for dealing with complaints). (also applies to the voluntary part of the Childcare Register) 28/11/2011

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:

- keep and implement a statement of procedures to be followed for the protection of children; intended to safeguard the children being cared for from abuse and neglect (Arrangements for safeguarding children)(also applies to the compulsory part of the Childcare Register) 28/11/2011
- take action as specified in the early years section of the report (Welfare of the children being cared for)(also applies to the compulsory part of the Childcare Register) 28/11/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and 28/11/2011

equipment)(also applies to the compulsory part of the Childcare Register)

- provide a written statement of procedures to be followed in relation to complaints, relating to the requirements of the Childcare Register which a parent makes in writing or by email (Procedures for dealing with complaints)(also applies to the compulsory part of the Childcare Register)

28/11/2011