

Whizz Kids - Pikemere School

Inspection report for early years provision

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Inspection date	09/01/2012
Inspector	Sylvia Cornock
Setting address	Pikemere Road, Alsager, Stoke-on-Trent, Staffordshire, ST7 2SW
Telephone number	07890 748002
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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 After School Club is one of four privately owned. It was registered in 1998. It operates from a purpose built building consisting of three rooms within the grounds of Pikemere County Primary School, Pikemere Road, Alsager. Children have access to a secure outdoor play area.

It is registered for 48 children aged from three to eight years of age and older school-aged children may attend. It offers before and after school care, term-time from 7.45am until 9am and 3pm until 6pm. It also offers full day care during school holidays from 7.45am to 6pm. It is open 52 weeks of the year, except for Bank Holidays. Children from the school and other local schools attend for a variety of sessions.

There are currently 58 children on roll. Of these, 13 are under eight years and of these nine are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four members of staff including the manager who work directly with the children. Two staff members hold National Vocational Qualification level 3 in Playwork and one staff member holds NVQ level 3 in childcare. One member is currently undertaking NVQ level 3 in Playwork. The setting receives support from the local authority.

The setting are members of '4 children' and the local authorities support group for out of schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's welfare needs are safeguarded. Staff provide a stimulating and challenging environment overall where children develop their independence and have fun while they learn. As a result, children make good progress in their learning and development. This is supported by good partnerships with parents and carers. However, sharing of some information with other early years professionals is not evident. Children are valued as unique individuals and an inclusive ethos threads through all aspects of the provision. The staff team continuously improve through self-evaluation, however, they do not involve the views of the service users.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation system which take into account the views of

parents, carers and children in order to effectively identify the setting's strengths and priorities for development

- develop further the use of assessments to plan the next steps in a child's developmental progress and regularly review this approach
- develop systems to ensure the provision delivered is complementary to the education provided in any other setting that children attend, to ensure effective continuity and progression.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised and exemplified by the good recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Staff show an understanding of the procedure to safeguard children. Records, policies and procedures are in place and are regularly reviewed in line with the local safeguarding procedures. Staff are organised and effective in supporting the service offered. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The management team are actively involved within the out of school club and are eager to achieve good standards for the local community. The staff team are committed to improvement through self-evaluation. However, they do not have a system for children and parents to add their comments on areas for improvement. They have identified areas which have been implemented and others that are in their infancy. The recommendation from the last inspection has been fully addressed. The management team undertake annual appraisals supporting staff and identifying any future training needs.

Staff organise the space, resources and outdoor activities to ensure that children receive a stimulating learning and play experience with a well balanced mix of adult-led and child-initiated play. Resources are plentiful and of good quality. Staff know the children well and ensure their individual needs are met. However, staff have not fully engaged with other early years professionals in respect of effective continuity and progression of children's educational needs. However, they have a system for the care and welfare needs of children. Staff promote and support diversity well to help children understand the society they live in.

Partnerships with parents and carers are good as staff discuss every aspect of their child's learning and development with them. Parents' information board and children's displayed art and craft work demonstrates to parents the quality of care and education that is offered. Parents and carers are made aware of the policies and procedures and they know they can view these at any time. A copy is available in the entrance area. Parents and carers verbally comment on their satisfaction with the good care, education and activities on offer for their children and the commitment of the staff.

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

The learning environment provided by the staff and their personal skills is good. There is a focus upon personal, social and emotional development and an emphasis on self-esteem; they teach children to participate, adopt safe and hygienic routines and to behave with pride and have consideration for all others. Resources are good throughout the provision enabling children to choose from the wide variety which is easily accessible. They are stimulating, interesting and children have fun as they create their own child-initiated play. As a result, all children make gains in their learning and development. Children are actively involved in the daily planning of activities, through the children's meetings. Staff use planning sheets which show the resources to be used and these are linked to the area of learning. They complete written observations for each child. However, these are not used to plan for individual children's next steps in their learning.

Staff throughout the club extend children's skills in communication and language. For example, they engage in conversations, share ideas and provide resources to develop language, such as, a comfy book area and writing materials. Children use a range of mathematical and problem solving skills, as they engage in table top games and use building blocks to design and construct. They have opportunities to use computers and other programmable toys. All children enjoy the outdoors, where they can choose from a variety of activities within the school grounds. They plant snowdrops bulbs to further enhance the environment around them. Children use their creative skills as they design wall displays using recycled and other materials.

Children's welfare is promoted by the staff to a consistently good level. They blend daily routines and activities together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as evacuations of the building and not running indoors. The setting promotes healthy eating. Children celebrate different festivals and have an insight into the environment and the world around us. The provision focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment.

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	3
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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