

Wiz Kids Out of School

Inspection report for early years provision

Unique reference number

EY432812

Inspection date

27/01/2012

Inspector

Rachel Wyatt

Setting address

The Sports Club, Blind Lane, Albert Road, Evesham, WR11
4JX

Telephone number

07875463545

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wiz Kids Out of School re-registered at new premises in 2011. It is part of Puddleducks Daycare Ltd and there is a sister daycare setting also located in Evesham. The out of school club is based at a sports club premises in Evesham. Children have access to a large enclosed outdoor play area. The out of school club is open each week day for 51 weeks of the year, closing for a week at Christmas and New Year and for bank holidays. During school term time sessions are from 3pm until 6pm, and in school holidays sessions are from 8am until 6pm.

The out of school club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 46 children aged from four to under eight years may attend at any one time. There are currently five children on roll in the early years age group. Care is also provided for children aged over eight up to 13 years.

There are six members of staff, of whom four, including the manager, hold appropriate level 3 early years and/or playwork qualifications. The out of school club collects children from five primary schools and one middle school in and around Evesham.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy rewarding, fun sessions at this friendly and well-run out of school club. Children, parents and staff have positive relationships, ensuring each child's needs are fully understood and successfully met. Staff effectively implement the club's robust safeguarding, health and safety procedures so that children are protected from harm and they are kept safe and are well cared for. Children feel a real sense of belonging because their interests are an important factor in the organisation of toys and activities. However, as the club's management have recognised, links with schools children attend and planning for each child's learning priorities are at an early stage of development. The manager and staff have the skills and enthusiasm to drive and sustain improvement. They accurately evaluate the effectiveness of sessions and procedures, including seeking and acting on parents' and children's views, so that they consistently provide good quality provision for families.

What steps need to be taken to improve provision further?

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

- improve the use of observational assessment to plan to meet children's individual needs and to provide experiences appropriate to each child's stage of development as they progress towards the early learning goals
- develop the opportunities for partnership working where children receive care

and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The manager and staff attend relevant training and good practice sessions and follow the club's clear safeguarding procedures. These and other policies are readily available for parents' reference so they understand the adults' role to protect children from harm. The club's safe recruitment and staff development procedures ensure children are looked after by adults who are suitable and who have the relevant skills and knowledge. Children's welfare is further supported as all required agreements and information are obtained about each child and their family before he or she starts.

The manager and staff work well together to ensure routines and sessions run smoothly. They are confident, capable and approachable, creating a relaxed, happy atmosphere where children and families feel welcomed and included. Children like contributing to the life of the out of school club and successfully mix with other children from different schools. The staff recognise and value each child as an individual. They have the knowledge, skills and established links with other agencies in order to successfully support children with special educational needs and/or disabilities and for children who speak English as an additional language. Children and families also benefit from the manager's and staff's commitment to ensuring the club is of good quality. Since moving to new premises the provider, manager and staff have focussed on ensuring smooth transitions for existing and new children and their families. They have created a child-friendly comfortable environment and improved opportunities for children to help shape the service. Policies and risk assessments have been revised and additional information made available for parents' reference. Staff's training has been updated, including, ensuring everyone has a first aid qualification. Current priorities for development include, establishing better links with schools regarding children's progress to help staff plan more accurately for each child. Partnerships with parents and carers are good. Families have helpful information about how the club operates and appreciate regular feedback about their child's activities and routines. An informative parents' notice board and other information, such as, the club's newsletters, keep parents up-to-date regarding events, play schemes, procedures and other early years matters. Parents' comments and responses to questionnaires indicate they are very satisfied with the provision.

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

Children enjoy being at the out of school club. Staff organise a worthwhile programme of activities throughout the year, including, popular topics and fun sessions focussing on healthy lifestyles, the seasons, saints days, Christmas and festivals, such as Chinese New Year. Holiday play schemes include outings and opportunities to take part in Forest school sessions. Key persons know each child well as a result of their interactions with them and their informal discussions with

parents. However, linking the outcomes of staff observations and assessments to planning is at an early stage. In other respects, short term plans reflect children's interests and their suggestions for activities. Children really appreciate that their views and ideas are an integral part of the planning and organisation of sessions. They also contribute and agree to the club rules of behaviour. As a result, they have a sense of belonging, feel valued and behave responsibly.

Children progress well and develop good skills for the future. They are eager to join in activities, make friends and show kindness and respect for each other and the staff. Children of different ages play harmoniously and readily encourage each other, for instance, as they play fun board and other competitive games. They readily offer to help with tasks, such as serving puddings or tidying up. Children are confident, articulate speakers, consistently engaging in conversation with their peers and adults. They describe what they are making and drawing, recall aspects of their life at home or school and confidently express their ideas. Children enjoy taking part in fun games and completing puzzles, which promote their turn taking and critical thinking. They ably use simple computer programmes to support their learning. Staff intend to further extend children's use of information technology by involving them in taking photographs of their work and activities. Children are creative. They enjoy selecting different materials and resources for their colourful pictures, collages and models. Children act out roles and scenarios, such as being at school.

Children's welfare is promoted well. Staff understand each child's care, health, dietary and cultural needs and obtain clear agreements from parents regarding their children's health and safety. Children have prompt appropriate treatment if they have an accident, become unwell or need medication. They understand how to lead a healthy lifestyle. They confidently see to their personal care, including washing and drying their hands properly. Children enjoy cooking and make suggestions for these activities and for their meal time menus. They talk about and recognise healthier food options. Children relish being active and confidently take part in worthwhile and often challenging sports-based and other physical play activities. It is clear children feel emotionally safe and secure. They have positive, friendly relationships with the staff who create a welcoming and reassuring atmosphere. The premises are comfortable, inviting, safe and secure. Robust risk assessments and safety checks are effectively used to monitor and minimise hazards. Children behave in ways that are safe for themselves and others, for example, during well-managed school collections, walks and outings. Children and adults also take part in practise evacuation drills.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----