

Wishing Well Kids Club- St Georges

Inspection report for early years provision

Unique reference number EY433517
Inspection date 31/01/2012
Inspector Rachel Wyatt

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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.

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

Wishing Well Kids Club at St Georges registered in 2011 and is run by Wishing Well Nurseries Limited which has five other daycare and after school club settings. The after school club operates from two rooms in St Georges RC Primary School in Worcester. The children share access to a secure outdoor play area. The after school club is attended by children who go to the school. It is open each week day during school term times from 3.15pm until 6pm.

The after school club is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children aged from three to eight years may attend at any one time. There are currently four children on roll in the early years age group. Older children aged over five to 11 years also attend. There are four members of staff, three of whom hold level 3 early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their parents feel welcomed and included at this friendly and fun after school club. There is a real buzz of activity and children relish the rewarding activities which reflect their interests and promote and extend their confidence and skills. Good staff team work and effective partnerships with parents, carers and the school underpin the smooth running of the after school club. There are some omissions to attendance records and inconsistencies in assessing children's progress, but overall there are sound procedures and systems to ensure children are fully safeguarded and well looked after. The providers effectively monitor and evaluate the effectiveness of the after school club, involving parents, children, staff and the school in order to ensure improvements are relevant and sustainable.

What steps need to be taken to improve provision further?

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

- maintain accurate records of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 17/02/2012

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

- improve consistency in using observational assessments to plan to meet children's individual needs and for exchanging information with parents about their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The provider has clear safeguarding policies and procedures, which they, the manager and staff understand and follow. The providers and manager have designated responsibility for safeguarding and they and the staff have attended appropriate training. Effective processes are in place to enable the prompt referral of any concerns about a child's welfare or if an allegation is made against member of staff. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. All required agreements and information are obtained about each child and their family before a child starts. All other records are in place and fully completed, apart from some omissions to attendance records. These do not always accurately reflect children's hours of attendance. No record is kept of children's arrival times, which can vary from the normal end of the school day if, for instance, a child attends another school activity before coming to the after school club. Their departure times are recorded.

Since registration the after school club has been well received. The school, parents and children appreciate the providers' commitment to promptly identify and address key priorities for the newly registered provision. The providers, manager and staff have focussed on embedding effective procedures, creating a welcoming environment and ensuring children are looked after by a consistent team. Children and families feel valued and included as key persons have positive relationships with them. There are effective systems to ensure children's special educational needs and/or disabilities are understood and they have tailored support from adults who have specialised knowledge and expertise. All children appreciate that the staff recognise and follow up their ideas for activities and toys. Parents feel able to express their views and enjoy coming into the club to talk to other parents and/or staff, and to see what their children are doing. New parents have helpful information about how the club is managed and operates. Newsletters and information on the club's notice board keep everyone up-to-date about forthcoming events, reminders about procedures and details of other services provided by the organisation. Effective relationships between the after school club team and the school ensure smooth transitions and continuity for children attending both settings. The school and providers also meet regularly to monitor and review the effectiveness of the club in meeting families' needs.

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

The staff create a welcoming atmosphere where children feel comfortable and soon settle to activities. Activities are varied, fun and interesting so children remain involved and purposeful. Their ideas and interests are reflected in the selection of resources, toys and games, some of which they can help themselves to. Staff relate well to children, joining in their activities, encouraging discussions and helping children to decide what they need to enhance their art and craft work or

model making. Key persons increasingly know children's characteristics and developmental needs. However, assessments of children's progress are at an early stage and are not always consistently used for planning for children's next steps or available to be shared with parents.

In other respects, the after school club provision promotes children's good progress in all areas of learning and effectively fosters their skills for the future. Children are sociable, increasingly confident and play purposefully and harmoniously with their peers and older children. They behave well. The atmosphere is relaxed, with staff ensuring children understand what is expected of them and what is happening next. As a result, children respond readily to staff's requests, they are helpful and take responsibility for their possessions. They often help to tidy away toys and to clear up after snack time. Children learn respect for each other's differing abilities, attitudes and backgrounds, for example, through discussions and activities focussing on the wider world and through playing in a mixed age group.

Children are confident and often expressive speakers. They chat easily to their friends, readily describe what they are making or drawing, and often discuss their ideas with staff and each other. Children's numeracy and problem solving are fostered through puzzles, fun games and in practical ways during play and routines. Children confidently use information technology, enjoying playing games on the computer. Varied and interesting resources and the staff's enthusiastic support encourage children's imagination and creativity. They eagerly make elaborate models, often adding to them at a later session. Children create detailed drawings, paintings and collages and describe what these represent. During the session, the majority of the children enthusiastically take part in a bead craft activity, resulting in an array of unique and decorative examples.

Children's welfare is promoted well. Staff are well informed about each child's care, health, dietary and cultural needs and obtain clear agreements from parents regarding their children's health and safety. All staff have current paediatric first aid qualifications and give children prompt appropriate treatment if they have an accident, become unwell or need medication. Children show they have a good understanding of how to be healthy. They know when and why they should wash their hands and staff discretely check this is done properly. Children relish being outside where they enjoy a variety of activities and confidently use different apparatus. They make healthy choices about what to drink and eat, for instance, when they make their own filled wraps at snack time. Children are kept safe. The staff complete and use robust risk assessment and checks to ensure the premises are safe, secure and free from hazards. Children behave sensibly and safely as they move around the premises, handle tools such as scissors and use physical play equipment. They and the staff also take part in regular evacuation drills. In particular, it is clear children feel emotionally secure at the after school club, enjoying the company and support of friendly, approachable staff who are receptive to each child's feelings and reactions.

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:

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 of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register). 17/02/2012

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 compulsory part of the Childcare Register (Records to be kept). 17/02/2012