

# Whacky Kids Club

Inspection report for early years provision

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EY344008

**Inspection date**

20/03/2012

**Inspector**

Jayne Rooke

**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).

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**

Whacky Kids Club is one of seven settings run by individual ownership. The club re-registered in 2006 and operates from Woodville Infants School in Woodville, South Derbyshire. The club has use of the school hall, yellow classroom, the library and associated facilities. The club serves the local area and has strong links with the host school and three other schools nearby. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club is open each weekday from 7.30am to 9am and 3pm to 6pm during term time and 8am to 6pm during school holiday periods. Children are able to attend for a variety of sessions. A maximum of 48 children aged from three to under eight years may attend the club at any one time, all of whom may be on the Early Years Register. There are currently 57 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five to 12 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs five members of child care staff. All hold appropriate early years qualifications. The club receives support from the local authority and is a member of a recognised childcare association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive and settle happily in this vibrant and welcoming setting. Staff know the children very well, responding to their unique characteristics and interests with great care and consideration. Observation and assessment information is used exceptionally well to support and enhance each child's continuing development and progress. As a result, children enjoy a stimulating and varied range of play and learning experiences, which present excellent levels of challenge in most areas. Partnerships with parents, carers and other professional organisations are highly successful in practice, leading to an inclusive and well-managed service. Self-review systems are used very effectively to promote continuous improvement, across all aspects of the provision.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for children to identify and discuss positive boundaries so that they understand why they are there and what they are

intended to achieve.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and procedure, ensuring their prompt response to any signs of concern about a child's well-being. Children's safe care is highly prioritised. Staff are vigilant about safety checks, security measures and the close supervision of children indoors and outside. Thorough risk assessments are conducted and regularly reviewed which ensures that children can play safely and enjoy a wide range of adventurous activities and events. All of the required policies, records and consents are in place for the safe and highly efficient management of the setting. Children develop a positive attitude towards people who have different lifestyles, religions, ethnicity and abilities, through practical and meaningful activities and projects, celebrating diversity and difference. The individual needs of each child are supported very well, through close observation and informative discussions with parents, carers and other professionals. Excellent communications exist between the schools that children attend, ensuring smooth and safe transitions between settings.

The views and feelings of the children and their parents and staff working within the setting, are highly valued. This leads to successful self-evaluation systems which help the management team to identify what works well and to highlight key areas for improvement. As a result, children's suggestions and ideas direct plans for forthcoming activities, parents feel confident to express their opinions and share their skills and staff show high levels of commitment to their professional role and development. Innovative communication systems such as the parent group and close liaison with outside agencies help the setting to continually develop and maintain high standards of care and support for each child.

Recommendations from the previous inspection have been successfully addressed, leading to vastly improved outcomes for all children. For example, the planning and organisation of activities works very effectively in practice, and learning objectives are clear and purposeful. Prior written permission is sought before each occasion that medicine is administered and the medication procedure has been fully reviewed to ensure it is consistent with current guidelines and regulations.

A broad range of toys, equipment and exciting play materials are readily accessible to the children, inspiring their creativity and imagination. Children receive excellent levels of support from staff who are well informed about each child's needs and interests. Consequently, children are happy, form firm friendships and are confident to make choices and decisions for themselves.

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

Children are actively engaged in a broad range of stimulating play and learning experiences, which provide excellent levels of challenge and interest across the six areas of learning. Planning, observation and assessment methods are used very effectively to significantly enhance each child's progress toward the early learning goals. For example, personalised 'All about me' information clearly identifies children's individual needs and preferences, enabling staff to plan specifically for their special needs, celebratory events and daily care. As a result, children feel comfortable and safe and are happy to participate in familiar routines. They develop high levels of confidence and self-esteem, managing their self-care independently. They use a wide range of tools, equipment and materials in their creative play, constructing three dimensional jewellery boxes. They take pride in their achievements, displaying their designs and art work around the setting.

Younger children show an excellent awareness of how to stay safe, clearly describing how to travel safely on a 'booster seat' in the 'teacher's car' and to 'sit at the back in the mini bus'. They understand the importance of wearing a seatbelt to prevent injuries in the event of an accident. They know that they must stay within designated boundaries when outside of the setting and follow sensible safety rules indoors. Children develop an excellent understanding of how to lead a healthy lifestyle. They enjoy a variety of freshly prepared hot and cold, nutritious meals and snacks and can help themselves to milk, juice or water to drink. They are physically active outdoors where they can run, jump and climb, benefiting from regular fresh air and exercise.

Children build strong friendships, joining in with group games such as pass-the-parcel and team skipping, using numbers to count on, take away and to sequence number groups. Boys and girls work together to construct with a purpose in mind, using small and large resources to design and make models and to create imaginary machines in the water play. Older children speak happily about what they like to do and show consideration toward the feelings of others during their play and relaxation time. They understand the 'club rules' for expected behaviour, describing confidently the things they must not do. However, some children are less clear about what they can do. This potentially minimises opportunities for children to identify and discuss positive boundaries so that they understand why they are there and what they are intended to achieve.

Well-planned activities and outings provide excellent opportunities for children to investigate, explore and use their imagination and creativity to best effect. Children say they like to 'answer questions in quizzes' and 'play hopscotch with their friends'. They discover how to make patterns from tree rubbing and take an active part in planting and growing projects, in the new covered garden. They express their thoughts, feelings and emotions through music, dance and drama and in their role play. A wide range of writing materials and everyday technology equipment is readily accessible to them, encouraging them to write, draw and use the computer and telephones in their imaginative play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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