

# Wembrook Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	200854
<b>Inspection date</b>	19/09/2011
<b>Inspector</b>	Karen Cooper
<b>Setting address</b>	c/o Wembrook Primary School, Avenue Road, Nuneaton, CV11 4LU
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<b>Email</b>	
<b>Type of setting</b>	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**

Wembrook Kids Club was first registered in 1993 and operates from Wembrook Primary School, situated close to Nuneaton town centre. Facilities include the use of the art room, school hall and library. There is access to the school playground and playing fields for outside play. The setting serves children who attend Wembrook Primary School.

The setting is registered to provide out of school care for a maximum of 26 children aged from four to eight years, and offers a service for children up to the age of 11 years who attend the school. There are currently 55 children on roll, of whom four are within the early years age group. The setting is open five days a week during school term times. Sessions are from 7.30am to 9am and from 3.15pm to 5.30pm. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are six members of staff who work with the children, of whom three hold a relevant early years qualification. The setting is a member of the Kids Club Network and receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the club and have access a good range of activities and resources to encourage them to have fun and develop their learning. Practice is inclusive and all children are valued and treated with equal concern. Good partnerships have been formed with parents, and staff work in close partnership with the school which children attend. Strategies for monitoring and evaluating the provision are effective. Policies and procedures are generally effective and documentation is well organised and regularly reviewed.

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

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

- develop further systems to ensure children's privacy and confidentiality are fully maintained, this particularly relates to the recording of accidents
- review and improve the daily record of children looked after to ensure all times are accurately recorded.

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

Staff are fully aware of the procedure to follow should they have a concern about a child in their care. They have a good understanding of how to protect children and recognise that this is their first priority. They have attended training to further their knowledge, and a clear safeguarding policy is shared with staff and parents to ensure that all adults are aware of their roles and responsibilities. Robust vetting procedures ensure that all adults are suitable to work with the children. A risk assessment has been conducted by the school and this is adapted to meet the needs of this setting, therefore potential risks to children are suitably identified and minimised. The school is responsible for maintaining the premises and the provider has clear systems in place for reporting any concerns or requests for repairs to be completed. Staff collect children from their classrooms to ensure that they arrive safely. Security is good and exits are well supervised to prevent unwanted visitors gaining access to the setting. There are clear procedures for contacting parents and carers if an incident occurs and to ensure children are collected only by authorised people.

Staff are well deployed and resources and the environment are effectively utilised to help promote children's learning and development. The provider values the staff, who work well as a team. The staff are committed to raising outcomes for children and are dedicated to improvement and professional development. They regularly attend training and workshops to update their skills and knowledge and are able to identify the setting's strengths, areas for improvement and overall quality of the service provided. They make good use of their evaluations to develop the provision; as a consequence, the recommendations from the previous inspection has been fully met and implemented. There is good liaison with the school and effective systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff work alongside teaching assistants and special educational needs coordinators to enhance children's experiences and ensure their individual needs are met.

Staff work in close partnership with parents and exchange appropriate information to ensure continuity of care. Parents chat with the staff when they collect their children and the two-way flow of information ensures that they are fully informed of their child's daily activities. Link books are also used to aid communication between the school, setting and parents. Documentation is well organised and regularly reviewed to comply with requirements. However, although children's attendance is recorded accurately during the morning session, times of arrival during the afternoon session are not recorded to ensure children's safety is fully protected.

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

The children arrive happily at setting and are keen to have their snack and relax after the school day. They use a range of toys and equipment to support enjoyable activities and that stimulate and challenge in ways appropriate to the needs of the range of children attending. Although staff provide a variety of activities ready for the children when they arrive, children can self-select from most resources which the setting provides. They are able to request others which are stored in a cupboard. Children are valued and staff help them to feel good about themselves by frequently providing support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem. Some staff work within the school environment during the day. Consequently, they know the children well, which ensures consistency of care. They effectively plan a range of exciting activities, ensuring there are a good balance of adult-led and child-initiated activities. They have implemented an effective system to monitor and evaluate children's progress towards the early learning goals and work closely with the staff within school to ensure children make good progress in their learning and development.

Outdoor activities are very much enjoyed by all children. They excitedly play with hoops and great fun is had joining in with floor games. Staff join in with their spontaneous play and support children when they need it, for example, holding the hoops for them to jump through. Children enjoy a range of craft activities, such as painting, collage and drawing. They are provided with opportunities to sit and relax, watch children's television and look at books. Staff ensure that children engage in a range of physical pursuits, for example, they use the school's obstacle course and climbing wall on a regular basis. They develop their understanding of caring for animals and enjoy feeding the squirrels and ducks. All children are welcomed and valued. They learn to embrace equality and diversity in a number of ways. They have access to a variety of resources that show positive images of people in society, and these are sufficiently used to help children learn about similarities and differences.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and understand the safety rules when walking from their classroom to the setting. Children learn the benefits of being active and begin to understand the importance of adopting a healthy lifestyle. They are encouraged and reminded to follow basic hygiene routines, and know when to wash their hands. There are good arrangements in place to care for children who are ill or have an accident and all staff are trained in administering first aid. However, the procedure for recording accidents does not ensure that children's privacy and confidentiality are fully protected. Children develop a good understanding of healthy eating; they are provided with a variety of nutritious snacks and can access fresh drinking water throughout the session. Snack times are treated as relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensure these are met.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met