

Whizz Kids

Woodchurch C of E Primary School, Church Lane, Upton, WIRRAL, Merseyside, CH49 7LS

Inspection date	12/11/2012
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The staff have a commitment to undertake training to raise the quality of the provision for children.
- The out-of-school club facilities offer children ample space and resources to complement their learning and development
- Effective links with the host school support staff in meeting the needs of the children through access to resources and guidance.

It is not yet good because

- A record of attendance is not maintained as legally required; however, the impact on children is currently minimal.
- The self-evaluation process is not thorough enough to effectively identify weaknesses in the provision and to target areas for improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff during the inspection.
- The inspector looked at documentation, policies and procedures.
- The inspector had a tour of all areas used by the out-of-school club, both indoors and outside, and looked at toys, resources and equipment.

Inspector

Jean Thomas

Full Report

Information about the setting

Whizz Kids registered in 2009. The committee is the registered person for the out-of-school provision. Whizz Kids operates from Woodchurch Church of England Aided Primary School, Woodchurch in Wirral. Children have access to the main hall, the computer room, studio, library and a designated classroom. The club is accessible to all children, and there is an enclosed area for outdoor play.

The out-of-school club opens Monday to Friday from 7.50am until 8.50am and from 3.30pm until 5pm during school terms. During the school holidays, it opens from 9am to 4pm. Children attend for a variety of sessions. Whizz Kids is registered on the Early Years

Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll in the early years age range. No children in the early years age range were present at the time of the inspection. The provision employs six staff members who hold childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a daily record of children's names, their hours of attendance and the names of each child's key person.

To further improve the quality of the early years provision the provider should:

- improve the systems for self-evaluation to make sure they are rigorous and are supported by parents with clear plans that promote the continuous improvement of the provision.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a developing knowledge of the Early Years Foundation Stage to support children's progress towards the early learning goals. The manager has begun to develop the systems for complementing the learning and development provided in the schools. Parents are invited into the setting to complete the registration details and discuss pertinent information about children's welfare needs.

Staff understand the importance of following children's interests and for them to be involved in the planning the activities to foster their enjoyment and participation. Weekly planning provides a varied range of activities and covers all areas of learning. The organisation of the resources enables children to make choices and decide their own play. A suitable range of books are available for children to access. Staff explain that children like to look at these independently or to have stories read to them. Children have access to materials and equipment to express their own creative ideas and use their imaginations, such as role play, craft activities, construction materials. The school's computers are available for use by the out-of-school club to give opportunities for children to develop their skills in operating this type of technology. The outdoor area provides ample space for children to benefit from energetic play. A range of resources are available for children to use either outside or in the school hall to support their developing physical skills. Staff use

the outdoor environment to develop children's understanding of the natural world. Gardening activities are planned, and the children have contact with the school chickens.

The contribution of the early years provision to the well-being of children

The manager is aware of the need for children to establish relationships with key persons. The stability of the staff team helps children feel secure and form relationships. Children are encouraged to take responsibility for their personal hygiene, for example, washing their hands at appropriate times to help prevent the spread of infection. Staff are aware of the differing needs of children after a busy day at school. They have created a comfortable area where children can rest on the floor cushions.

Healthy snacks are provided, such as fruit, toast and filled batches. The fruit bowl and water is available throughout the session. This is to encourage children to independently respond to their bodily needs to eat and drink as required. Staff use planned activities, such as baking, to help children to consider potential hazards and how to look after themselves. This is further promoted by practising the emergency evacuation procedure, which is particularly important for the children who do not attend the host school and so supports their inclusion.

Staff understand and are consistent in implementing behaviour management strategies. They focus on giving children lots of praise and encouragement and have realistic rules. The children are involved in forming the out-of-school rules to help give them a sense of ownership for their club.

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

Children's welfare is generally appropriately safeguarded as staff have a clear understanding of their responsibilities in relation to child protection and to keeping children safe. All staff are vetted and have suitable qualifications to support young children's developing needs. Following the actions raised at the last inspection, the safeguarding policy and procedure have been revised. The procedure includes the action to follow if an allegation is made against a member of staff. The policy also covers the use of mobile phones and cameras in the setting, in line with the changes to the Early Years Foundation Stage. The provision's policies and procedures are known by staff to promote children's health and welfare. All the actions from the last inspection have been addressed, which promotes children's welfare. To meet the actions regarding a safe environment, the risk assessments have been revised. They are comprehensive and cover all areas of the registration and outings for children's safety. Staff have completed appropriate training to meet the action regarding first aid qualifications. There have been changes to the learning and development requirements since the action was raised. As few children in the early years age group attend, there has been limited opportunity to implement new systems.

The manager is aware that the setting's role is to complement children's school experiences. Planning is monitored, and the manager has had discussions with children's

parents and their teachers to establish children's stage of development. The provision's focus for improvement has been on based on training. Staff have undertaken training and more is planned. The committee and manager oversee staff performance and team briefings keep staff informed of changes and promote consistency in practice. The staff are proactive in looking at ways to improve the provision. An example of this is the introduction of specialised activities, such as football instruction. The self-evaluation process does not include obtaining parents views to set challenging targets for further improvement. Self-evaluation has not identified a failure to maintain the attendance register accurately. Although the impact is minimal, this is a breach of a legal requirement.

Strong links are established with the host school. The out-of-school staff work in the school during its hours of operation; consequently, they know many of the children well, and establish partnerships with parents and staff, which improve outcomes for children. In line with the provision's equal opportunity policy, systems are in place to establish an equally effective relationship with the children, parents and staff from the other school from which children are drawn. The staff demonstrate a positive attitude towards working with their parents and give daily verbal feedback on their children's time at the setting. Information is displayed for parents, including the full set of policies and procedures, to inform them of the service provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain a daily record the children's hours of attendance (Records to be kept)(both parts of the Childcare Register).
- take action as specified above (Records to be kept).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY402780
Local authority	Wirral
Inspection number	770450
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	48
Number of children on roll	2
Name of provider	The Committee Of Whizz Kids
Date of previous inspection	28/11/2011

Telephone number

01516774788

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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