

WYCS Out Of School Club

The Centre - The Old School, Main Road, Wilford Village, NOTTINGHAM, NG11 7AL

Inspection date

Previous inspection date

19/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are forming warm and secure attachments with the staff. They are settled, happy and engaged in their play. They enjoy their time at the club.
- Children continue forming close friendships with their friends from school. They play cooperatively during imaginative games.
- Children's learning and development is complemented well because the staff value the importance of secure links with the host school.

It is not yet good because

- Children are not yet fully safeguarded because the written safeguarding policy does not explain about the use of cameras and mobile phones in the club.
- Children do not regularly participate in activities to enhance their self-help skills whilst managing personal needs and those of others, with particular regard to snack time.
- Children are less protected from cross infection because they all use the same hand washing water in a bowl to wash their hands. This does not promote good personal hygiene practise for children.

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 with the manager, staff, committee members, staff and interacted with the children at appropriate times throughout the inspection in the main room.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including, children's development records, staff appraisals, planning documentation, and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

WYCS Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run. The club is situated in The Old School building on the campus of South Wilford C of E Primary School in Wilford Village, Nottingham. The club serves the children of South Wilford C of E Primary School. There is a fully enclosed area available for outdoor play.

The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and another staff member is working towards this. The club opens Monday to Friday term time only. Sessions are from 7.45am to 8.55am and 3.35 until 6pm. Children attend for a variety of sessions. There are currently 39 children attending and of these four are within the early years age group.

What the setting needs to do to improve further

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

- ensure the written safeguarding policy includes and covers the use of mobile phones and cameras in the club.

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

- provide more regular activities for children to enhance their self-help skills whilst managing personal needs and those of others, with particular regard to snack time. For example, helping prepare and clear away the table
- promote good personal hygiene practise for children regarding hand washing facilities and procedures.

Inspection judgements

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

Planned activities complement children's ongoing learning and development needs because staff have a suitable understanding of the areas of learning. They observe children in their play and plan activities building on their interests. Staff understand well the importance of linking with the host school to plan play pertinent for individual children, resulting in children being engaged, motivated and interested in activities. Staff implement the Early Years Foundation Stage framework appropriately using the 'Development Matters in the Early Years Foundation Stage' guidance to track children's progress.

Children show good imaginative skills. They build with construction and describe how their space ship flies. Their concentration is good as they use their small muscle skills to build small parts in the space ship. Children enjoy making their own snowflakes by using scissors to cut out shapes in the paper. They are proud as they hold up their finished product. Staff praise children's achievements which results in children's self-esteem being good. Children manipulate dough during a guessing game. Staff introduce the instructions to the game well, providing calculated time for children to create their own objects.

Children count down from 10 to one and then each child shares what they have made. This entices other children to stop what they are doing and watch and listen. Children talk about what they have made and lots of laughter and giggles are heard as children describe some of the funny objects they have made.

Snack time is a social occasion. Children sit well at the table talking about events at school, such as the visit of 'Father Christmas'. However, during this time children are provided with less experiences to enhance their self-help skills whilst managing personal needs and those of others. For example, snacks are mostly provided by staff which limits opportunities for children to care for others, prepare food and take responsibility for setting the table and clearing away afterwards.

Children have good levels of concentration during a mark making activity. They use various crayons and paper to create colourful pictures of Christmas time and form recognisable letters of their name. Children explore the range of toys and activities that are attractively presented on table tops, free standing and on the floor. They enjoy relaxing and watching films as they snuggle on the settee. Staff promote inclusion through ensuring all children have access to all toys and resources. Within planning, cultural festivals are acknowledged in various activities which children access.

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

Children are settled, happy and engaged in their play. They are familiar with the routines, such as walking carefully from the host school to the club and once inside hang their coats on their pegs and settle quickly into their play. They also wait quietly for their name to be read out to ensure that their attendance is recorded. Children's friendships formed at school continue at the club. Children play harmoniously and cooperatively together, such as sharing construction objects whilst creating their own designs. Children's behaviour is good and they adhere to the boundaries and expectations consistently set and managed by staff. On odd occasions children are gently reminded by staff about the club rules to which they respond quickly. Warm and secure attachments are forming between the children and staff. Children enjoy the company of adults and happily engage in various activities with them. For example, children and staff build train tracks together, talking about the various shapes of the tracks and how many trains they will use. Children are confident to approach staff for help, for example, when cutting shapes in the paper for their own design of a snow flake.

Staff ensure children are provided with plenty of opportunities to learn about keeping healthy and safe. For example, children understand why it is important to wash their hands before eating and after they have used the toilet to stop germs from spreading. However, the practice for hand washing before snack does not promote the prevention of cross infection because all children use the same water in the bowl to wash their hands which does not promote their health. Children also have access to an outdoor area to enjoy fresh air and exercise. Healthy, light snacks of sandwiches and fresh fruit are provided during sessions accompanied with diluted juice and water to drink. Children know to walk carefully between the host school and club as this keeps them safe. They

understand road safety as they stop, look and listen when they cross the road. This is further supported because the staff effectively supervise children during this transitional time and when inside the club. A good key person role ensures that children's learning and development and links between the teachers and parents are maintained well. This enables all those involved with child to keep up-to-date and meet the child's all-round needs satisfactorily.

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

Children are safeguarded appropriately because staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place and shared with parents. However, the safeguarding policy does not cover the use of mobile phones and cameras in the setting. As a result, this does not ensure staff are familiar with current safeguarding requirements to fully protect children of all ages cared for. Staff recruitment procedures ensures that adults who work with the children are suitable to do so and hold relevant childcare qualifications to their post. Children are unable to leave the setting without any authorised adult because staff are vigilant about closely monitoring who has access to and from the main door of the building. Furthermore, daily risk assessments are completed before children arrive at the setting to minimise hazards which creates a safe and welcoming environment for them to explore and investigate. A suitable range of written policies and procedures, which are adhered to by staff, underpin the running of the club and required records to meet the welfare requirements for the Early Years Foundation Stage are in place and accurately recorded. Records are shared in a confidential way because staff only share information with parents about their own child.

Each week the senior staff and manager discuss how the sessions have gone and what the children have achieved. Furthermore, committee meetings are held to discuss other issues, such as building improvements to benefit children. Training needs have been identified for staff through annual appraisals and some courses have already been undertaken. For example, all staff now hold a Paediatric First Aid and unqualified staff are working towards a level 3 qualification in childcare. As a result, children benefit from staff increasing their knowledge and skills in childcare and development. Children benefit well from the secure links with the host school. Regular discussions are held with staff and teachers enabling staff to complement children's learning and their development needs identified at school. Consequently, children are provided with a suitable range of activities, building on their interests whilst continuing to support their learning through an informal and fun session. Parents spoken to are positive in their comments and value the service the setting offers. They are pleased with how information is shared and that their children are happy and enjoy their time at the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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.
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	EY445400
Local authority	Nottingham City
Inspection number	803905
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	39
Name of provider	Wilford Youth and Children's Scheme
Date of previous inspection	Not applicable
Telephone number	01159815356

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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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