

Wittering Out of School

Wittering Primary School, Church Road, Wittering, PETERBOROUGH, PE8 6AF

Inspection date

21/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff provide a relaxed and welcoming environment where children can be active, play with their friends or simply rest at the end of the day. As a result, children are making good progress particularly in their personal, social and emotional development.
- Planning for activities is robust, so children are able to experience a broad range of activities to support their learning and have fun.
- Partnerships with the school are very good and ensure that there is a coordinated approach to children's care, learning and development.
- Staff develop strong working relationships with all parents and this ensures that children's learning is well supported both at the club and at home.

It is not yet outstanding because

- There are few technological toys and resources available and therefore, children have limited opportunities to explore and develop skills in this area.
- Occasionally, children's mealtimes do not provide opportunities for children to be fully independent in serving their own food and washing up plates when they have finished. As a result, children's all-round development is not fully supported.

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 observed activities in the main hall.
 - The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector spoke with parents and took their views into account.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Wittering Out of School opened in 2012 and is one of several settings managed by 4 Children, a national charity. The club is located at Wittering Primary School in Wittering, near Peterborough, Cambridgeshire. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have use of a school hall and other associated facilities, including the school grounds for outdoor play.

Opening times are 7.45am until 9am and 3.15pm to 6pm during school term time only. Currently, there are 17 children on roll, two in the early years age group. The club employs three members of staff. Of these, one is qualified at degree level and one holds an appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- review and develop procedures at snack and mealtimes to ensure that children are able to be as independent as possible by; providing opportunities for children to prepare their own food
- improve the range of activities and experiences offered to children in the area of technology by; providing a range of programmable toys, as well as equipment involving information and communication technology, such as computers and cameras.

Inspection judgements

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

Staff have a good knowledge of how to promote children's learning and development through play. They provide a stimulating environment where children are able to follow their own interests, meet with their friends or play quietly at the end of a busy day at school. Younger children are fully included in all aspects of the out of school club and benefit from playing with older children. For example, children enjoy playing an alphabet board game where supportive older children help the younger ones to recognise and name letters. This not only promotes children's literacy skills but also boosts their self-confidence. Staff promote children's abilities further by providing plenty of opportunities for children to practise writing and enjoy reading books from the well-resourced library. Staff use every opportunity to maximise interactions with children and as a result, their communication skills are promoted well. For example, when children first arrive at the club, staff encourage them to share their news, ideas and comments.

Planning is thorough and a particular strength of the out of school club is the children's participation in the process. They have the opportunity to add their own ideas for activities and games, which promotes their feeling of belonging and ownership for the club. Staff regularly observe children and effectively assess and track their development. Therefore, staff quickly identify difficulties and are able to offer timely support for individual children. On a whole, resources support children's learning well. However, there are few

opportunities for children to engage with information and communication technology or simple programmable toys. As a result, children's learning is not fully maximised in this area, especially for those who have a particular interest. Nevertheless, children are making good progress to the early learning goals and gaining skills that will support their future learning.

The key person system is effective in developing strong partnerships with all parents. Parents contribute to initial assessments of children's starting points and readily share information about their activities and learning at home. Daily discussion takes place on collection and this means that parents are well informed about their child's activities and their successes are celebrated.

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

Children quickly form strong bonds and attachments with staff at the out of school club. This is because key staff pride themselves with getting to know the families well and gain a secure understanding of children's individual care needs. Children demonstrate their feeling of security by confidently selecting their own activities and mixing with a wide age range of friends. As a consequence, children are learning to respect and tolerate each other's differences. Behaviour is generally good because staff offer timely and sensitive support for those having difficulties in this area.

Staff ensure that children have opportunities to play outside as much as possible. This helps children to develop an understanding of the importance of physical exercise. Nutritious snacks and meals further promote children's health. Staff generally encourage children to be as independent as possible at the club, however, this is less evident at tea time. For example, children have few opportunities to serve their own food and wash their own dishes when they have finished. Consequently, children's skills and confidence are not fully promoted.

The resources are stimulating and attractively presented to support children's development. Staff give a high priority to children's safety and have effective procedures in place to support this. For example, they make daily checks to the environment and organise the toys and resources, so that children can safely access them. Effective partnerships between the out of school club and teachers at the school means that children are well supported during transitions both within the school and to other settings. This further supports children's growing confidence and helps to ensure that they have an enjoyable time at the out of school club.

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

Leadership and management is good because the manager shows a strong commitment to improving the out of school club. She demonstrates great enthusiasm for her role and this in turn has a very positive effect on other members of staff. Monitoring of activities in relation to the seven areas of learning is thorough and ensure that children are experiencing complementary experiences to those in school. Tracking of children's

individual progress is accurate and displays a good understanding of all of their skills.

Staff have fully embraced the self-evaluation procedure and captured the views of all concerned with the out of school club. Areas of strength and development have been successfully identified and form the basis for action plans to support children's achievements over time. Staff attend training and use the internet to research and improve their knowledge and skills. As a result, children benefit from current practice and make good progress with their development. Employment procedures are robust and performance management systems are in place to further ensure that staff remain suitable for their role. Staff have a good understanding of safeguarding procedures and know how to identify and report concerns that they may have about a child in their care. They are supported in their work by a good range of policies and procedures help to ensure that children are as safe as possible.

Partnerships with parents are very good. Parents offer positive feedback about the progress their children have made and how supportive and welcoming staff are. Partnerships with the school are extremely good and this is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs.

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	EY450520
Local authority	Peterborough
Inspection number	883100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 11
Total number of places	24
Number of children on roll	17
Name of provider	4 Children
Date of previous inspection	Not applicable
Telephone number	01132709006

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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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