

# Superstars Activity Club Wymeswold

Wymeswold C of E School, Brook Street, Wymeswold, LOUGHBOROUGH, Leicestershire, LE12 6TU

## Inspection date

12/04/2013

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

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Therefore, children know what is expected of them, behave well and develop an awareness of how their behaviour affects others.
- Planning is based on children's interests to effectively promote their learning and development.
- Partnership with parents and teaching staff are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- Opportunities for children to be even more selective about activities are not readily available as they are not aware of the resources, toys and equipment, that are not able to be stored on site.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the setting in both indoor and outdoor spaces.
- The inspector spoke with the owner and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

## **Inspector**

Patricia Bowler

## Full Report

### Information about the setting

Superstars Activity Club Wymeswold was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates to provide afterschool care for children attending Wymeswold Church of England School, Wymeswold, Leicestershire. The club operates from the main hall and adjoining room and there is access to the fully enclosed school grounds for outdoor play.

The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 2 and 3.

The club currently operates Monday to Friday during term time from 3.15 until 6pm. There are currently 27 children on roll, of whom three are in the early years age group.

### What the setting needs to do to improve further

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

- improve opportunities for children to have information about the resources, toys and equipment that is available to them, but not stored on site, so that children can be more selective and make informed requests about the things they want to use and do.

## Inspection judgements

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

The After School Club provides for children on the Early Years Register and older children attending the school. They form secure friendships as older children take on nurturing roles for those younger than them. Children are cared for by qualified staff who have a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They are effectively safeguarded as the transfer of care occurs from classrooms, with direct access to the hall where care is provided so they do not leave the school premises.

Staff liaise closely with teaching staff to ensure relevant information is shared, which alerts them to any issues which children have experienced in school, and to support children's continuing progress and development. Consequently, children's individual needs are met well.

Children are greeted warmly and settle quickly, accessing a range of exciting activities. Children play cooperatively at the games console competing at 10 pin bowling and tennis. They respond to gentle reminders to ensure hand-held controls are used with wrist restraints, to maintain their own safety and that of other children. Although children actively make choices about what they want to do, this is actively monitored by staff to ensure children do not spend too much time on one activity, so that children benefit from a range of different experiences that promote all aspects of their learning.

Equipment and resources are transported to the setting each day, including those for outdoor play. Attention is given to ensure the activities provided support children's progress in the prime and specific areas of learning. Children concentrate to create intricate designs on templates with small beads. These are then ironed by staff to fuse them together, releasing them from the template, and used to replicate coasters and wall designs. A parent, when presented with her child's latest creation, shares an image on her mobile telephone of the playroom at home with a wall decorated proudly with these creations. Children engage in a range of board games to support counting and thought processes. Younger children watch intently, sharing their growing knowledge of the way in which specific chess pieces can be moved. A child demonstrates this successfully, setting up a chess board and identifying pieces by name and relaying the direction they can take across the board. They laugh during a game of snakes and ladders as they progress up and down the board.

Children build good relationships with staff. They laugh at jokes in relaxed conversations as they share information about their day and help with organisational tasks as they arise. They set the table for tea, counting children to ensure correct settings are laid for each child, and help to carry large bags of equipment for outdoor play. Staff acknowledge children's age related independence, allowing them to choose music tracks using a mobile phone. They show respect and regard for the equipment, making sure this is replaced safely on the table after making their selections. Children play a vital role in organising their time and play. They discuss their preferences with staff who incorporate these into planning activities to support their ideas.

Children enjoy a range of activities outdoors in a safe enclosed area. They increase physical skills as they play football and join with staff in races where they jump, hop and run. The school field provides opportunities to extend physical play and children are able to access the enclosed area outside the reception class where they can climb and balance on static equipment.

Each child is recognised for their uniqueness and no individual is disadvantaged. Observations and assessments accurately support children's personalised learning. Partnerships with parents are good, to maintain the sharing of information and effective communication.

Children are cared for in a welcoming and inclusive environment. Staff, who know children very well, take care to ensure their individual needs are met. Relationships with parents and school staff during the transfer of care maintain children's safety and support effective communication links. Staff have access to children's individual development records established by reception class teachers. This enables them to identify achievement levels and follow current themes to fully support children in the early years age range who attend after school.

Children are independent in their personal care, accessing familiar facilities within the school. They follow effective hygiene practices, for example, washing their hands before tea, to minimise any risk of cross infection. A planned menu promotes healthy options including salad, raw vegetables and fresh fruit. Children look forward to 'treat Friday' when they enjoy, for example, mini doughnuts as they look forward to the weekend. Social skills are enhanced as children spontaneously use polite manners as they receive their food. Children discuss meal options to include in future menus.

A range of positive methods help children to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns and develop an awareness of how their behaviour affects others.

Children learn about the wider world through seeing positive images that reflect difference and diversity. Books, posters and wall displays within the school help children to value themselves and others. They take part in various activities, supported by staff, to celebrate a range of special events and festivals.

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

Children are safeguarded because staff have an acute understanding of their role, and the action to take, should they have concerns relating to children or adults providing care. Detailed policies and procedures work effectively to support working practice. Robust recruitment, vetting, induction and appraisal systems ensure those working with children are suitable to do so. Children's safety is further supported through risk assessments, which are systematically reviewed and amended as necessary, to minimise potential hazards. All staff hold current certificates in first aid and food hygiene, and consequently, children's health and welfare are maintained.

Children are highly valued within the club. They play an active role in planning and organising the environment and activities. However, they are not always aware of the full range of equipment and resources available as there are no storage facilities at the school and items are transported into school each day. Discussions with children highlight their eagerness to attend the setting and the relationships they have with staff. Children talk freely about what they like best about the club; for example, highlighting the meals,

outside play opportunities and the extended friendships formed with their peers. Parent views are obtained through daily discussions as they collect their children. They know staff very well. Those spoken to during the inspection confirm a total commitment by staff to provide a high quality service where their children are happy, relaxed and engaged in a range of exciting activities. Consequently, the individual needs and views of children and parents are effectively supported. Monitoring and evaluating of working practice are highly effective and used within self-evaluation progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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

<b>Unique reference number</b>	EY451062
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	888076
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Superstars Activity Club Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07817612995

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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, which are usually the childminder's 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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