

Wizzkids

Holy Family Social Club, Hall Lane, Cronton, WIDNES, WA8 5DW

Inspection date	11/09/2013
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are happy and settled and enjoy being with the staff and their friends at the out of school club.
- Staff have a good understanding of how to promote children's learning and development in an interesting and fun way. They respond to children's interests and provide good opportunities to promote learning through play both indoors and outdoors.
- Partnerships with parents are positive as staff are very welcoming and friendly. All children are valued and their individual needs are met well.
- Well established routines ensure that children feel safe, behave well, are helpful and readily join in activities with staff and other children.

It is not yet outstanding because

- Opportunities to further support children's rapidly growing independence and self-help skills are not always fully promoted at snack times.
- The process to enable new and young children to have an input into the planning of the resources to be set out each session is not as well thought out or fully developed as for older children. Therefore, younger children's choices are not always as well promoted as possible.

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 spoke with the provider, manager, individual staff and with children at appropriate times during the inspection.
- The inspector observed children's activities in the main room and viewed the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of information in questionnaires and the views of parents spoken to on the day of the inspection.

Inspector

Denise Sixsmith

Full Report

Information about the setting

Wizzkids was registered in 2005 and is one of four out of school clubs operated by a private provider. It operates from the Holy Family Social Club building in the Cronton area of Widnes. Children are cared for within two rooms in the building on the ground floor and there is an enclosed outdoor play area. Children also have access to the school playground and field. The club serves the local area and is accessible to all children.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from 7.30am to 9am and 3.15pm to 6pm, Monday to Friday during term time. The club operates from 7.30am to 6pm in all the school holidays, except for Christmas. Children attend for a variety of sessions. There are currently 79 children attending, including 11 who are in the early years age group.

The club employs four members of child care staff. Of these, all hold appropriate early years qualifications, two at level 3 and two have Qualified Teacher Status. The club has its own bank of supply staff. The club receives support from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for new and younger children to know what resources and activities are available to better enable them to add their preferences to the planning, for example, through providing booklets or cards with pictorial representations

- provide further opportunities for children to develop their independence and self-help skills at snack times by, for example, by enabling them to serve their own food.

Inspection judgements

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

Staff deliver an effective educational programme for the younger children across the prime and specific areas of learning. The good settling-in process ensures children starting points and interests are gathered at the start of the placement. The completion by parents of the 'Look what I can do' document, along with taster visits, ensure children settle well and involves them in their learning. Children's individual files, containing examples of their artwork and annotated photographs of their involvement in activities, provide a clear

record for parents of their progress. Staff use their good knowledge of children's abilities, with information from parents, to support and extend children's learning. Links with the schools through half-termly meetings with the reception teachers ensure that the club complements and supports the children's learning in school. This means that children are supported well to make good progress towards the early learning goals from their starting point. Consequently, children are being well prepared for their future learning.

Children enter the club after school with enthusiasm and are eager to play in the relaxed and welcoming environment. Children can initiate their own play with good quality resources, which supports their development across all areas of learning. The quality of teaching to support children's individual learning is good. Staff know children well and skilfully build on their interests, given the limited time that some children attend the club. Children can work individually or in groups, be imaginative and explore. They develop their own games, such as 'fish, chips and peas', learning to cooperate, share and take turns. This effectively enhances their personal, social and emotional development. Table games, including cards and bingo, help children to develop their number skills. Planned activities involving collecting and sorting autumn leaves by size and shape further supports their mathematical development. A well-stocked book area set out with a variety of books enables children to relax and develop their love of books, as well as improve their knowledge. Children's language development is supported well as they play, share their ideas, thoughts and opinions. For example, when working together to build model vehicles and chatting with staff at snack time about their experiences.

Staff skilfully ask children open-ended questions to develop their thinking, language development and learning. Children are eager to talk with adults and share their experiences. They confidently explain how the models they have made can change from an aeroplane into an underwater vehicle, or how their 'busy bus' model carries lots of people. Planned craft activities provide children with opportunities to express their creativity and learn new skills. Children concentrate very well as they design multi-coloured patterned bead mats in the shape of stars or circles. The introduction of a play station and interactive activity games, since the last inspection, has increased opportunities for children to develop their technology skills.

Children are actively encouraged to put forwards their ideas for the activities and toys they wish to play with and these are incorporated into the weekly planning. A list of resources has been produced to assist the children in this process because the room has to be set up each day from the outdoor store. This list works well for older children but is not as effective for younger or new children who may not read or find a written list daunting. As a result, they are less able to voice their preferences and choices. Children state that staff are very helpful and fun, that they join in with their games as well as helping them to do their homework. Consequently, there is a very positive 'can do' atmosphere in the club.

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

Children are happy and settled in this welcoming and relaxed club where staff give a high priority to their well-being. Staff develop strong and positive relationships with parents, which helps children to feel safe and secure and ensure their needs are met. This also supports transitions into the setting. The effective use of staff as key persons for younger children ensures they are totally at ease in the club. As a result, children are very confident and self-assured. This is further supported as the older children take on the responsibility of being a 'buddy' for new or younger children. Children demonstrate that they are fully aware of expected boundaries, share and take turns and are encouraged to be, and are, helpful and kind to others. Their personal, social and emotional skills develop well as they play happily together and form strong friendships across all age groups.

The premises are set out each day with good quality interesting resources that engage the children's interest from the moment they enter the club. Their work is displayed in the entrance hall as are photographs of them engaged in a variety of activities. This shows that their contributions are valued and helps children to reflect on, and share their achievements. Staff help children to respect and value differences. This is supported through resources, which are evident in the club and the celebration of festivals throughout the year, such as Chinese New Year and Australia Day. The club takes part in local community events, such as the scarecrow competition, which provides children with a sense of belonging and involvement.

Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Club rules, developed by the children, provide clear boundaries and reinforce their good behaviour, for example, no running inside, respect each other, be thoughtful and have fun. Topics enable children to learn about a healthy lifestyle. A healthy menu has been devised for snack times, and drinks and fruit are available daily. Children comment enthusiastically about how good the snacks are as they tuck into Chinese style rice, beetroot and cucumber. They are involved in planning menus with staff and have made placemats for snack time. These contain the reminder to 'wash your hands'. Children are encouraged to tidy away after themselves but staff serve out the food at snack time. This means that opportunities to promote and build on children's independence and self-help skills are not fully utilised. Children have good opportunities to play outdoors as they garden, balance and manoeuvre the scooters. In addition they have access to large scale physical activity in the school grounds or in the well-resourced park across the road.

Children take part in fire evacuations to ensure that they are fully aware of what to do in an emergency. They learn to stay safe because risks are assessed to minimise accidents and staying safe is discussed. Children know to inform staff if toys are broken and the importance of wearing their high visibility vests on their walk to and from school.

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

The provider, manager and staff work very well together. They have a good understanding of the learning and development requirements of the Early Years

Foundation Stage. This ensures that children are effectively supported to make good progress towards the early learning goals through their play. The manager works alongside the staff team and contributes to the effective monitoring of the educational programme. The developmental progress of children in the early years age range is recorded and monitored and liaison with class teachers ensure a consistent approach that complements their learning in school.

Staff have a good understanding of the safeguarding and welfare requirements. They are vetted and undergo a robust recruitment and induction process on commencing employment at the club. This ensures that staff are suitable, competent and understand their role of keeping children safe from harm. Clear policies and procedures are in place and followed by staff. All staff have received training and understand their individual roles and responsibilities when dealing with child protection concerns. In addition, the manager and deputy have completed safeguarding training. Risk assessments and daily checks of the premises, as well as secure collection procedures for children, further enhance their safety. All staff have undertaken first aid training and a well-stocked first aid box ensures they are equipped to deal with minor accidents appropriately.

Successful evaluation of practice and the club's needs, clearly identify any areas for further improvement and actions to address these are put in place to good effect. A lot of work has taken place to improve the outdoor play area for the children. The actions and recommendations raised at the last inspection have been successfully addressed. This is evident in the improved safety for the children and the positive development of the learning and development programme. Annual appraisals provide opportunity for staff to evaluate their own practice and clearly identify their continuous professional development. Parents are consulted on a regularly basis to ensure their views, alongside those of staff, are included in ensuring that the club has a good capacity to make ongoing improvements.

Partnerships with parents are strong. Parents are very complimentary about the service they receive and value the high levels of care and educational play provided for their children. They particularly value the warm, caring attitude of the staff team and the amount of activities available. Children themselves confirm they enjoy coming to their club and many complain when parents arrive early to collect them. Staff are fully aware of the importance of working with external agencies to ensure children receive the support they need.

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 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

Unique reference number	EY305579
Local authority	Knowsley
Inspection number	820302
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	79
Name of provider	Joanna Louise Downing
Date of previous inspection	02/07/2009
Telephone number	0151 4263463

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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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