

# Wishing Well Kids Club - St Georges

St. Georges Catholic Primary School, Thorneloe Walk, WORCESTER, WR1 3JY

<b>Inspection date</b>	11/11/2013
Previous inspection date	31/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Planned activities take account of children's preferences and this means their individual needs are well promoted.
- A wide range of resources are available to provide challenge and stimulation for children's play.
- Children enjoy their time in the club and form strong relationships with staff and peers. They play confidently with others, take turns at sharing resources and are well behaved.
- Transition into the club is managed well as the staff use the settling-in period to provide activities and resources linked to children's preferences.
- The management and staff have a clear understanding of procedures for reporting any concerns relating to the protection of children.
- The management team work well with other professionals and parents to support children in the club.

### It is not yet outstanding because

- Staff do not always promote children's already good independence skills through routine activities, for example, snack time.

## 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 held discussions with the provider, the nominated person and the manager.
- The inspector observed activities in the rooms.
- The inspector spoke with one parent on the day.
- The inspector spoke with children and staff.
- The inspector conducted a tour of the premises.
- The inspector sampled records, including files of children and staff.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Wishing Well Kids Club at St Georges registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is run by Wishing Well Nurseries Limited, which has six other daycare and after school club settings. The club is registered. The after school club operates from two rooms in St Georges RC Primary School in Worcester. The after school club is attended by children who go to the school and there are two enclosed areas available for outside play.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3.

The club opens Monday to Friday during the school term, from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group. Older children aged over five to 11 years also attend. The club supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- increase children's already good independence skills by providing consistent opportunities for them to pour their own drinks at snack time.

### Inspection judgements

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

Children enjoy their time in the club where they engage in a wide range of stimulating activities. Staff constantly ask children about their preferences for play and set out the resources accordingly. This means that children's needs are met as they choose from the resources on the tables. Throughout activities there is a lively buzz in the room as staff and children maintain a flow of conversation. Staff ensure that all children are engaged in activities that promote learning effectively. For example, through role play children discuss their shopping experiences and learn about the importance of obtaining receipts for their purchases. Their skills in making marks are growing as they label items for sale. Children's hand-eye coordination is well promoted as they join in with threading activities. They maintain concentration while tracing the outline of a template in the form of a car. Staff are aware of those children who need encouragement to join in activities and praise them for their involvement.

There is good communication with parents and teachers when children start in the club.

Staff talk about children's preferences and their needs and use the information to plan suitable activities. They ensure all children receive tailored support by using innovative methods. For instance, a large board with detachable pictures makes communication easier. This works for children who speak English as an additional language and when there are less developed speaking skills. These pictures represent routine words and children can remove them to make choices during activities, or to make themselves more clearly understood. As a result, children are developing skills in communicating with others. Key persons discuss with parents the programmes started in school to support children with special educational needs and/or disabilities. As they clarify any specific issues to be addressed, they effectively complement what parents and teachers do to promote children's development.

The planning around themes takes account of children's ideas for activities. The manager regularly reviews and adapts planning to meet children's needs. She ensures observations are carried out regularly to monitor progress. If there are specific concerns the manager liaises with the reception teachers to ensure children receive appropriate support. Staff obtain newsletters provided by the school and use the home section to plan activities for children in the club. A brief planning sheet is completed to inform teachers of the activities in the club. This means that there is continuity between home, school and the club to promote children's learning very well.

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

Children are totally at ease in the club because staff interact positively at all times. For example, they talk to children throughout activities and join in with play as appropriate. Therefore, children make firm relationships, which contribute to their well-being. Information obtained from parents ensures staff are informed about children's preferences and that they use this information effectively during the settling-in phase. For instance, they plan activities that include play with cars, in recognition of what is valued by children. Consequently, children quickly have a sense of belonging as the move into the club is managed sensitively.

Children are well behaved as the staff have a good understanding of managing behaviour. Staff remind children about what is acceptable and they respond appropriately, for example, they take turns at activities. As a result, children learn to develop caring attitudes towards their peers. Children are confident as they mix with the older ones and play alongside and with them. They are self-assured as they express preferences for play activities and freely choose resources, which are within their reach. A balanced range of light meals and snacks means that children learn about healthy eating and they enjoy warm food during winter months. Water is accessible to children at all times. Children have opportunities to play outside, weather permitting and the school hall is also available for physical indoor play. Large play equipment in the playground provides challenge for children as they play on swings and develop their skills on obstacle frames. Children's independence is promoted generally well as they collect and take their plated snacks to tables. However, staff do not always encourage children to pour their own drinks. This means that children's good independence skills are not always promoted through routine activities.

Children learn to keep themselves safe as they explain the boundaries, beyond which they must not go during outside play. They are clearly informed about the importance of remaining in view of the staff at all times. This means that they are effectively supervised as priority is given to their safety. The security of the rooms is maintained effectively. For instance, the external door used by parents is locked at all times and only opened by staff to allow access. Other means of access to the club is through the reception area, which is effectively controlled. Consequently, children are kept secure on the premises.

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

The safeguarding arrangements in the club ensure children are effectively protected. The staff have a clear understanding of procedures to be followed if they have concerns about children in their care. The comprehensive child protection policy is updated annually to ensure current guidance is available to the staff. The designated senior persons for child protection are clearly informed about their responsibilities with regard to staff and children. Robust recruitment and induction procedures ensure adults are suitable to work with children. The management team discuss ongoing suitability with the staff during appraisals and supervision sessions. These are also used to discuss the professional development of staff and their training needs. For instance, staff have completed courses in infection control. This means that they have opportunities to enhance their knowledge and skills to support children's development and care more effectively.

Self-evaluation is continuous due to consistent communication. The staff contribute their ideas during team meetings, when they discuss issues relating to the running of the nursery. Staff consistently ask children about activities they have enjoyed and the changes they wish to see. They are responsive to children's suggestions and make improvements to maintain their positive experiences at the club. Parents complete annual questionnaires to comment on the service they receive. The partnership with parents supports children's needs well in the club. A termly newsletter keeps parents informed about events and changes. Information, such as planned activities linked to the Early Years Foundation Stage, is accessible on the parents' board. Parents can also see information relating to menus and the key person for their child. Daily two-way feedback is shared with parents and information from school is passed on to support children. Close working relationships with teachers in the school ensures children get the support they need to promote their learning and care effectively. The manager and staff provide a welcoming environment, in which children's development is promoted through enjoyable and stimulating activities.

**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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY433517
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	874594
<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>	7
<b>Name of provider</b>	Wishing Well Nurseries Limited
<b>Date of previous inspection</b>	31/01/2012
<b>Telephone number</b>	01905 745168

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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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