

Wootton Kidz Club

Wootton Wawen C of E School, Alcester Road, Wootton Wawen, HENLEY-IN-ARDEN, West Midlands, B95 6AY

Inspection date

27/11/2013

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 demonstrate a good awareness of how young children learn and make the most of opportunities to promote their learning through reflecting children's interests through play.
- Children have access to a warm, welcoming and stimulating learning environment. They take an active interest in their surroundings and display high levels of independence as they engage happily in their chosen activities.
- Good behaviour is promoted by staff, who provide clear and consistent boundaries. Consequently, children know what is expected of them and behave well and show they feel safe in the environment.
- Staff develop good partnerships with parents and information is continually exchanged. As a result, parents are satisfied with the good level of care and support provided and are well-informed of their children's ongoing learning and development.

It is not yet outstanding because

- There are fewer opportunities for children to find out about and learn how to use information technology, such as computers and programmable toys that support their learning.
- There is scope to improve the range of outdoor resources to enhance children's physical skills.

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 accompanied staff to collect children from the host school.
- The inspector spoke with children, provider and staff throughout the inspection.
- The inspector sampled a range of documentation, including evidence of staff's suitability, a range of policies and procedures and children's learning records.
- The inspector spoke to parents as they arrived to collect their children.

Inspector

Karen Cooper

Full report

Information about the setting

Wootton Kidz Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is one of two settings owned by the same provider. It is situated in purpose built premises in the ground of Wootton Wawen C of E School in the village of Wootton Wawen, Warwickshire. The club serves children who attend the host school. There is an enclosed area available for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds a level 2 and another member of staff is working towards a recognised early years qualification. The setting opens Monday to Friday, term time only. Sessions are from 7.55am until 8.55am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 17 children on roll, of these two are in the early years age group. No young children were present at the time of the inspection.

What the setting needs to do to improve further

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

- provide more opportunities for children to investigate and explore how things work by using a variety of resources, such as computers and programmable toys
- extend the range of larger outdoor toys and resources that can be used in a variety of ways to stimulate and challenge children.

Inspection judgements

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

Staff demonstrated a secure knowledge of the Early Years Foundation Stage and how children learn. As result, children's development is supported well across all areas of learning, enabling them to pursue their own interests and play preferences. Staff find out about children's interests when they first start at the club, through completing a registration form and through discussion with parents and children. This helps staff to find out about children's likes and dislikes. They provide a variety of hands-on experiences and encourage children to make choices about their play from the well-organised toys and resources. Staff plan a good range of activities around children's interests and key persons demonstrate that they know children well. Observation and assessment are effectively used to help staff to support children in their learning and development. Staff are skilled in making sure that all next steps for children's learning are precise and focused. As a result, children make good progress from their starting points

Staff place a strong emphasis on the importance of extending children's personal, social and emotional development and their communication and language skills. This supports them well as they move forward in their learning at school. Children are confident when communicating with their peers and staff provide good opportunities, such as a cosy area with soft seating to encourage children to relax after a day at school and socially interact with their peers. Staff ask children about their day at school, what they did and if they took part in any activities. This supports children's recall and language for thinking and makes them feel special and valued. Staff explain how young children are supported well to develop their finer physical skills, such as how to use scissors correctly to cut with. Children's creativity is supported as staff teach them to weave strips of paper, in order to make tartan patterns ready to use during St Andrew's Day celebrations. Children enjoy designing rangoli patterns with chalk during the Diwali festival and have made poppy's for Remembrance Day. All of which support children's understanding of the world they live in. However, children have fewer opportunities to investigate and explore how things work, such as information technology and programmable toys, in order to further support their learning.

Good opportunities are provided for children to enjoy different construction materials. Older children concentrate well when making models by attaching small building blocks together. Staff give children lots of attention during free play, showing an interest in what children are telling them. They enthusiastically engage in children's conversations, encouraging children to think and work things out for themselves, offering good levels of support when needed. As a result, children are able to express their thoughts and feelings in a supportive environment. For example, children thoroughly enjoy playing large floor games. Staff join in and give them guidance on the rules and play alongside them. They encourage them to count out loud, recognise colour and to understand left from right. This supports children's mathematical skills and also involves children in initiating conversations with each other for instance, as they tell each other where to place their foot and hand when it is their turn. This activity helps children to value each other and learn to wait their turn effectively. Good opportunities are provided for children to look at books and older children can complete their school homework if they wish. Staff give children every opportunity to practice their writing skills. For example, children draw and colour self portraits and pictures of their family members to help decorate a wall display. They use paints, crayons, felt tips pens and chalks. Staff support these activities well at the same time allowing children the freedom to manage their own skills and follow their own ideas.

Partnerships with parents are good. Staff speak daily to parents to ensure that they are informed of their child's involvement in the club's activities. A noticeboard displays a range of information, including the weekly planning of activities. These methods support two-way communication to promote the learning and development of all children in the club.

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

The settling-in process for children is managed sensitively by staff to support them to feel secure. Children are allocated a key person and results in forming close relationships that fully enhance children's self-assurance and well-being. This ensures that there is a smooth

transition into the care of staff. Children are secure within the familiar routines and consistent boundaries and expectations. For example, they play harmoniously, are polite and considerate to each other and are learning to share favourite toys. Staff give children guidance about the boundaries that are set and children respond appropriately as they help to tidy up and prepare the tables for tea. Children move freely around the space and resources are easily accessible to enable them to make choices about what they would like to do. Their artwork is attractively displayed around the club, which gives children ownership of the environment and contributes towards them feeling settled and secure.

Children are familiar with the daily routine and know to wash their hands before eating. This promotes their understanding of appropriate hygiene habits. They are provided with a variety of freshly prepared snacks and meals, which encourage them to eat healthy. Children sit together during mealtimes and listen to each other as they talk about their day. This helps them develop key skills for future learning, such as concentration and turn taking, as well as helping them to be confident in other group settings, such as the classroom. Staff are aware of any children who have allergies to specific foods and ensure their health needs are met. Children are encouraged to understand how exercise helps them to stay healthy. They are provided with a good variety of indoor and outdoor activities to enable them to join in physical play. For example, they enjoy music and movement sessions in the school hall and have access to the school playing fields where they run around. However, there is scope to extend the range of outdoor equipment to further promote children's physical skills. Children learn to keep themselves and others safe and know the procedure for evacuation in an emergency, which staff regular practises with them.

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

The safeguarding and welfare requirements are successfully met and understood. They are embedded well with clear policies and procedures known and implemented by staff. Staff are aware of the procedures to follow should they have a concern about any children in their care and most have attended training or are booked to attend a child protection course. This ensures children's welfare is protected. Effective vetting and recruitment systems ensure staff are suitable to work with children. Staff's ongoing suitability is monitored through the provider carrying out regular meetings. This gives staff and the provider an opportunity to discuss any training and development needs. The provider also monitors staff performance on a regular daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and effectively addressed. Ongoing staff development ensures that staff improve their knowledge and understanding of good quality practice. Staff carry out daily safety checks on the premises to make sure hazards to children are minimised. Toys and equipment are kept clean and in a good state of repair. This means children's safety is promoted.

The provider monitors the educational programme and works as part of the staff team to share the planning of activities and ensure that children have access to a range of resources to cover all areas of learning. All staff share the responsibility of evaluating the activities, which helps them to understand what works and what needs improvement to

meet children's individual needs. The provider works closely with staff to ensure that priorities for improvements of the club are identified and acted upon to enhance the care and learning of children. Staff take into account the views of parents, through discussion and are in the process of implementing a questionnaire to gather their comments for improvements for the club. Parents spoken to during the inspection are highly complementary about the quality of care and the activities their children receive. They comment that they appreciate the two-way communication with staff and that they are approachable and very friendly. The provider and staff are aware of the importance of working in partnership with other professionals. They are starting to establish good links with the school that children also attend, in order to further aid transition and to promote consistency in children's care and learning.

The Childcare Register

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

Unique reference number	EY463829
Local authority	Warwickshire
Inspection number	920445
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	17
Name of provider	Rebecca Louise Reaper
Date of previous inspection	not applicable
Telephone number	01789 731037

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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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