

# Whizz Kidz @ Jerome

Jerome CP School, Hussey Road, Norton Canes, CANNOCK, Staffordshire, WS11 9TP

## Inspection date

21/02/2014

Previous inspection date

23/09/2010

## 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

- Staff practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage. They effectively support children's learning through positive interaction and involvement in their play.
- Staff create a bright and motivating environment, both indoors and outdoors, and offer an inclusive and welcoming service for all children. They praise and encourage children throughout the session to support their emotional well-being.
- Effective partnerships with parents and teachers at the local school have been established to ensure children's individual needs are well supported.
- Safeguarding arrangements are firmly established to ensure that every child is protected and that they are safe when engaged in activities both indoors and outdoors.

### It is not yet outstanding because

- There is scope to enhance the good progress made in communication and language through extending opportunities for children to develop and use their home language in play and learning.
- The staff do not always fully promote good hygiene procedures by keeping the playroom floor clean and tidy, particularly during out-of-school hours.

## 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 in the main play room, hall and playground.
- The inspector held a meeting with the managers of the setting.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

Whizz Kids @ Jerome was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is committee run and operates from facilities within Jerome Primary School in Norton Canes, Cannock, Staffordshire. The setting has access to an enclosed garden area for outdoor play and also to the school playground. The setting serves children and families from the local and surrounding areas.

There are currently 40 children on roll. Of these, 22 children are within the early years age range. Children attend for a variety of sessions. The pre-school opens Monday to Friday, from 8.45am to 3pm during school term-time. The out of school sessions run from Monday to Friday, 8am to 8.45am and from 3.15pm to 6pm, during school term-time. The holiday play scheme opens from 8am to 6pm during school holidays.

The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 11 members of staff who work directly with the children, four of whom have early years qualifications at level 3 and two staff hold a qualification at level 2. Three staff are working towards a level 3 qualification. The setting 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:

- enhance children's strong communication skills further by extending opportunities for children to develop and use their home language in play and learning.
- promote good hygiene procedures further by keeping the playroom floor clean and tidy at all times.

### Inspection judgements

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

Staff have high expectations of children based on accurate assessment of their skills on entry to the setting. Staff have a good understanding of implementing the Early Years Foundation Stage framework. The effective key person system of the pre-school results in staff knowing the children well and planning a varied range of purposeful experiences to meet their individual needs. Planning of activities includes detailed information on the prime and specific areas of learning and development to cater for the needs of the individual and to achieve next steps in learning. Parents contribute to initial assessments

of their children's starting points and are kept well informed about their children's achievements and development through regular feedback. Effective partnerships with nursery staff and teachers at the local school have been established to complement learning and ensure children's individual needs are well supported. Staff provide good support in preparing children for transition to other providers or to the on-site school.

All staff use good skills in asking open-ended questions which encourage children to be active learners and pay close attention. Children extend their vocabulary by sharing their thoughts and experiences throughout the session. For example, while they make face masks they talk about the features of the face, length of hair, the colours and shapes they use. They talk freely with peers, staff and visitors, and listen to others with interest. Staff take a positive part in activities and during play encourage children in the use of language and developing vocabulary. However, there is scope to take the use of such strategies further to enhance all children's communication by extending opportunities to develop and use their home language in play and learning. Good opportunities are provided for all children to make marks, to write for different purposes, including writing their own names, and to use their phonic knowledge for linking sounds and letters. The space in the book area is well organised so that children and adults can enjoy books together.

Staff support children's understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes and counting toys and objects. Children learn about differences in size and pattern during a variety of activities. They expand their simple calculation skills while taking part in competitive games with staff and working out who has most points to win the game. A good assortment of colouring materials and a selection of resources are supplied to help children explore and develop their creativity. To support children's skills, staff provide a range of musical instruments and sensory materials, including paint, gloop, play dough, shaving foam, sand and water. There is a variety of themed activities to enhance children's knowledge of the environment. This includes learning about different countries, people and animals, including the life of dinosaurs. Staff provide a wide selection of resources and good opportunities for children to familiarise themselves with information and communication technology, including computers and an interactive board. Children also use equipment to listen to stories while using headphones, operating buttons to reverse or forward to their choice of sound track.

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

Staff promote children's personal, social and emotional development very well. Consequently, children establish warm, trusting and relaxed relationships with staff and peers. They have lots of fun and thoroughly enjoy themselves as they explore and investigate. Due to the group being small and having a good adult:child ratio, children interact well with staff and enjoy their involvement in play. Successful partnerships with parents and the key person system ensure all staff use effective, targeted strategies and interventions that support learning and match all children's individual needs. Staff provide good support to prepare children for transition to older groups, both within the setting and

to other settings. They have close links with the school staff which provide a smooth transition and opportunities for younger children to join in activities with school children within the setting. During out-of-school hours, children have ample opportunities to mingle with older children. All play together cooperatively and harmoniously in a pleasant environment.

Daily access to the outdoor play area enhances children's physical skills and provides a balanced and broad range of opportunities. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment. Staff provide ample opportunities for children to develop their talents in handling tools, objects, construction sets and malleable materials. Children advance in self-care skills, for instance putting on their own jackets before going out in the garden, attending to toileting needs and personal hygiene. Staff provide good support for children so that they adopt personal hygiene routines and understand the importance of washing hands before eating, and after messy play and using the toilet. However, during the out-of-school sessions, the standard of hygiene is not always sustained by keeping the playroom's floor clean and tidy. Nevertheless, there is a sociable and relaxed atmosphere between staff and children at meal times, and all enjoy their packed meals. Drinking water is readily accessible to all children throughout the day.

Children play independently and with their peers and show respect as they share and take turns. They have a sense of belonging and behave in ways that are safe for themselves and others through regular input from staff drawing attention to any possible dangers in their everyday life and through relevant activities and stories. They are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They confidently make decisions in selecting resources and develop a sense of responsibility, as they are keen to assist staff in tidying up. A selection of materials is available depicting positive images of diversity to help children understand and respect the value of others. Staff encourage children to take part in associated artwork for displays, taste oriental foods and dress up during different festivals, including Diwali, the Chinese New Year and Easter.

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

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. All staff regularly attend child protection training to ensure this information is well embedded. Thorough recruitment and vetting procedures ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. All staff are well aware of health and safety regulations through induction and relevant training to promote children's well-being.

Evaluation of the setting includes listening carefully to the views of children, parents,

committee members and staff and ongoing support from the local authority. Staff work closely with the local authority to review the educational programme, in order to ensure a broad range of experiences are provided to help children make good progress towards the early learning goals. Regular appraisals and observation ensure practice is monitored and under-performance is tackled effectively to enable staff to build on their practice. There is a clear improvement plan to improve the quality and standard of education and aspects of care. Good progress has been made since the last inspection, and all the recommendations raised have been fully addressed. Policies and procedures are under continual review, and the required documentation is effectively maintained.

The setting's association with the school and the local authority allows them to seek advice to ensure children get the support they need. In partnership with the Special Educational Needs Co-ordinator, staff work to promote specific children's needs and ensure that each child benefits from a positive experience while at the setting. The partnerships with parents are well established and make a strong contribution to meeting children's needs. Staff encourage parents to take an active part in their children's learning through daily feedback, questionnaires and sharing children's learning journals on a regular basis. They also encourage parents to participate in themed projects and share their children's achievements at home. This encourages parents to be dynamically involved in extending their children's learning at home through play. Parents speak highly of the service and regard the setting's environment as 'very welcoming' and the staff as 'very friendly and supportive'. They also comment on the way information is thoroughly shared via parents' evenings. They appreciate how staff display children's work to support their self-esteem.

### **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	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>	EY304383
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	877903
<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>	16
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Whizz Kidz @ Jerome Committee
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01543 278 595

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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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