

Wild Club @ Paddox Primary School

Paddox Primary School, Fareham Avenue, RUGBY, CV22 5HS

Inspection date

Previous inspection date

13/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is inspirational because of staff's extensive knowledge and understanding of how children learn. This has significant impact on ensuring that all children have excellent opportunities to play and explore, learn actively and become creative thinkers.
- Key persons make frequent and detailed observations of children's learning using an array of methods and in different circumstances. Furthermore, significant information is communicated with parents and school staff which successfully reinforces these assessments and ensures children enjoy cohesive and complementary experiences between Wild Club, school and home.
- Dedicated staff ensure that they are responsible for and give the upmost importance to the well-being and protection of children. They demonstrate meticulous knowledge of safeguarding policies and the procedures to follow if they are concerned about a child.
- Day-to-day management and professional supervision are of an exceptionally high quality. Roles are clearly defined and there is an excellent sense of teamwork shared by well-qualified, experienced and knowledgeable people who constantly evaluate and review practice to enable excellent and ongoing improvements.
- Partnerships with parents are exemplary. Parents' comments during the inspection show how passionate they are about their valuable involvement and their appreciation of the staffs' clear devotion to all the children. All discussions are purposeful and impact exceedingly well on subsequent care offered and received by the children.

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 compulsory part 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 out of school club's indoor and outside spaces.
- The inspector spoke with the owner, manager and staff at appropriate times throughout the inspection.
- The inspector reviewed documentation, including children's information records, assessments and planning, a selection of policies and procedures, and the vetting and suitability checks carried out on all adults.
- The inspector also took account of the views of parents through discussions during the inspection and the opinions of other professionals involved with the children and the club.

Inspector

Lucy Showell

Full report

Information about the setting

The Wild Club @ Paddox Primary School was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Rugby area of Warwickshire and is managed by Daisykins Limited. The setting serves the local area and is accessible to all children. It operates from separate premises on the grounds of Paddox Primary School and there are areas available for outdoor play.

The setting employs four members of childcare staff. Of these, one has a foundation degree in Early Years, one holds qualifications at level 3 and two at level 2. The setting opens Monday to Friday all year round. Sessions are from 8am until 8.55am and 3.20pm until 6pm during term time and 8am until 6pm during school holidays. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance the valuable relationships with staff from different schools, for children who attend in school holidays, in order to embed the seamless continuity and coherence already experienced very successfully by the children who attend around their school day.

Inspection judgements

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

From the outset, this out of school provision fulfils their high expectations in ensuring they provide outstanding teaching and learning experiences. This means that children make excellent progress in their learning and development because they are successfully supported by highly skilled, knowledgeable and enthusiastic staff. The meticulous observation, assessment and planning is sharply focused and sensitively acknowledges the uniqueness of each child. Parents are highly involved and comment on how surprised they are that the club does so much. Several parents spoken to during the inspection stated how much their children enjoy coming and that they choose to go to club rather than going home after school. Parents also explain how they appreciate the feedback and communications they have with the club staff. For example, there are open conversations about how the children are getting on at school and what the club are doing and what parents can do at home to extend and support the children's learning and development. The club staff meet regularly with school staff to share observations and to discuss and assess children's progress and learning styles. This is in order to ensure that both settings work cohesively to support the children. The school have great respect for the varied observational assessments used by the club staff. For example, teachers have adopted

some of the documentation devised by the club staff in order to enhance their own systems. This is because staff observe and analyse children by mapping which areas and what activities children are choosing. Furthermore, staff track the time children spend engaging in their selected experiences and use this information alongside taking photographs and recording focused and spontaneous events. Consequently, staff gain a true picture of each child which they use to develop individual plans to support children's next steps. The plans for each child also incorporate the targets set by their teachers in school and the evaluations then show the significant progress made towards school targets and in the next steps identified by club staff. As a result, children are provided with a wide range of well-considered and highly motivating experiences based on their current skills and interests.

Children are excited and motivated by their own learning records because they understand that they belong to them. The books are freely accessed by the children who are keen to sit with staff and parents to reminisce about previous experiences or use them to ignite ideas to revisit activities. Furthermore, children draw, write and stick in pictures themselves to show their opinions and identify what they like to do. In addition to this the children's views are very much incorporated in the opportunities available. Children regularly discuss and decide with staff the layout of the spaces and which activities are available. Older children support the younger ones so that they also have a voice and the opportunity to do what older children are doing. For example, children plan activities, such as showing their peers how to do finger knitting and compete in teams in the weekly quiz. There is an array of amazing opportunities for children to lead their own play, think through ideas and solve problems as they engage in a variety of activities which complement their day at school.

The staff are extremely effective in supporting children's progress because they recognise their own crucial role in enhancing, guiding and offering some structure to activities where needed. As a result, children's imaginative ideas are extended through additional challenge encouraged by the staff within the activities. Children are confident to ask staff for specific resources or to complete particular tasks. A homework station is set up with useful resources and children can use information technology equipment to complete research on topics or to find out information that interests them. Children also sit with staff or small groups of children to select and request equipment that they would like or to identify possible places to visit or future activities. For example, children help to plan a programme of events relating to nature and wildlife. This included trips to local parks, nature reserves, pet shops and led to children choosing pet stick insects and giant snails. The children are voting on the names for these and are very excited to forage in the school fields for appropriate food to give to their pets. Furthermore, the children's interest in animals is extended by the opportunity to adopt an animal. Staff are clear in their explanations to children that this means to raise money to send to organisations who look after endangered species, and not that their chosen snow leopard will be coming to join them in the club.

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

Children's well-being is supported extremely effectively through the inspiring key person system. These strong attachments and bonds clearly enhance the children's emotional security, which staff and parents recognise is vital for the children to flourish. Staff ensure that they have an in-depth knowledge and understanding of each child in their care. This extremely effective key person approach is supported exceedingly well through detailed discussions with parents and teachers to gather information before children start, and a timely, sensitive approach to settling-in sessions. The movements between the club and school are supported very well because staff recognise the importance of children establishing the bonds with key people. The child chooses who their key person is through skilful observation by staff and the sharing of information with parents and teachers. For example, quieter children who are seen to gravitate towards calmer staff form a relationship and this person becomes their main carer. This also plays to the strengths of staff. This is because other children are quick to identify staff who they can enjoy more physical or exuberant games with, or perhaps establish ongoing banter.

The safe and enabling environment is exceptionally well maintained, for and by, the children. Their awareness of their own safety and the safety of others is significantly enhanced by their involvement in assessing risks in their surroundings. Children know that they need to take cones outside to partition areas for different types of play. Furthermore, they are considerate to one another as they share and take turns with resources. Staff use effective and consistent strategies, including excellent role modelling and clear explanations, to help children understand how to behave. Children are proud to receive praise for 'acts of kindness' and clearly understand the yellow and red card warning system which has been devised to reflect the school's approach to behaviour management. This well-organised environment provides children with excellent spaces to relax, unwind and have fun. There is a wealth of different resources that are perfect for the child-centred approach of the out of school club, all of which are enthusiastically accessed by children to use and move in a variety of ways. The walls are adorned with vibrant displays of posters, photographs of the children and notices. These are further enhanced with examples of the children's excellent artwork and creations which help children reflect on their successes and supports their self-confidence and self-esteem to the optimum. Staff are fully aware of the importance of children developing a highly positive sense of belonging and pride in themselves. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable experience around their school day and in the holidays.

Children enjoy a healthy, varied and nutritious diet during their time at the out of school club. They choose from the menu provided which offers a wide range of fresh and dried fruits and savoury snacks. Individual dietary preferences and requirements are met very well because staff ensure that children are familiar with their own and others' requirements. Furthermore, they help children to understand about allergies and preferences and to be careful in their selection of items. Staff take full opportunity to use these as valuable learning experiences. For example, they encourage children's independence in serving and pouring drinks, and support decision-making skills as they select when and what they would like to eat and drink. Furthermore, children relish in the

responsibility of washing up their plate and cup when they have finished. This helps children to develop excellent knowledge and skills of their own needs in preparation for their next stage in their learning and movements through school. Children's health is further promoted in the cookery activities that are planned at their request. Children recently decided that they would raise money for their adopted pet by cooking and selling cakes. This resulted in children identifying how much they love to cook and now have a regular cookery session led by the children. The children are writing a recipe book, with older children supporting the younger ones, which includes what they have made so far. Staff are enhancing this by providing children with the tools to grow their own fruit and vegetables at the club which will be used for their cooking later in the year. This also inspires children's understanding of where food comes from and the health benefits of growing your own. Children have great opportunities for plenty of fresh air and exercise as they access the outdoor area throughout the session. They move freely between the indoors and outdoors in this truly flexible environment. Each child's interest is captured as they become engrossed in a wide variety of activities. Children explore the great outdoors bringing items from inside, such as chalks, water and brushes, to make marks on the ground. Others build obstacle courses, partition off sections with cones and balance as they climb across the equipment and negotiate the steps and slopes with confidence.

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

The well-qualified and experienced staff share a very precise commitment to, and understanding of, the Statutory framework for the Early Years Foundation Stage. All staff have an excellent understanding of their responsibilities to promote children's safety and welfare. For example, arrangements for safeguarding children are robust and embedded in practice because staff have excellent understanding of how to protect children. The comprehensive policy in place includes whistleblowing and use of mobile phones and cameras. Furthermore, robust recruitment and vetting systems ensure all people working with the children are suitable to do so. All operational systems ensure the day-to-day provision supports children's safety, well-being and development exceptionally well. This is combined with rigorous induction and supervision, and excellent opportunities for continuous professional development. As a result, staff offer a first class, child-focused environment where children flourish and are exceptionally well prepared for the next stage in their learning.

The excellent partnerships with parents and others mean that children's needs are supported very well and transitions are as seamless as possible. Relationships between all those who care for children are relaxed and friendly and this helps to reinforce the key person relationship further still. For example, partnerships with other professionals are firmly embedded in practice due to the excellent links with the school on site. There is scope, however, to extend this further with particular reference to the different schools that children who attend the out of school club go to. These relationships are not as strong as those with the school on site because they are yet to share full and regular information about the children's progress and intended targets. This is in order to build a picture of the children's abilities and interests prior to attending the out of school club. They do, however, draw up care plans through discussion with parents and to help

identify any particular requirements. For example, staff attended training to learn how to administer an EpiPen to ensure they can cater for a child with significant allergies.

There is an extremely strong and successful drive for continuous improvement within the out of school club. This follows the example of the organisation's other outstanding setting. The owner and management team are incredibly focused and supportive of all staff and ensure that their vision for an inspirational and unique setting provides excellence from the outset. They have a determined and enthusiastic approach to ongoing self-evaluation which includes the views of staff, parents, children and other adults involved in the children's care and education. Strengths and areas for improvement are discussed in an open and honest way, which means that staff and managers can be fully reflective in what they offer children. All staff work exceptionally well together to ensure their well-organised out of school club provides the best quality care and education for all children. They are highly motivated by the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. The views of parents and others are sought both formally and informally through daily discussions and questionnaires. Throughout the inspection parents and carers are very eager to seek out the inspector so they can share their sheer delight in the out of school club. All share the same enthusiasm, high regard and express how privileged they feel that their children can attend such a remarkable out of school club, which is inspirational and worthy of dissemination to others. Furthermore, the headteacher has completed evaluation forms for the out of school club which state 'Wild Club has been a superb addition to school life at Paddox. The staff care deeply about all our children and they have worked hard to develop strong links with the school, thus ensuring a smooth crossover in terms of individual children's development... The children are very lucky to be here!'.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY470368
Local authority	Warwickshire
Inspection number	938682
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	15
Name of provider	Daisykins Ltd
Date of previous inspection	not applicable
Telephone number	01788572340

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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