

# Wishing Well Kids Club - St Clements

St. Clements C of E Primary School, Henwick Road, WORCESTER, WR2 5NS

## Inspection date

Previous inspection date

07/04/2014

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

- Children have close attachments to staff and settle in the learning environment. This supports the good progress children make in their learning and development.
- Clear management structures and regular training ensures all staff are able to implement effective safeguarding procedures to protect children from possible harm.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Children make friends who are from different year groups and schools, helping them to develop their social skills and self-confidence.

### It is not yet outstanding because

- There is scope to increase opportunities for children to play outdoors, to enhance and extend children's learning and for them to physically active.
- There is room to strengthen partnerships with parents, so that there is increased sharing of information about children's learning and a more consistent and complementary approach can be established.

## **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 and the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with staff and children.
- The inspector looked at children's diaries, children's and staffs' files and a selection of policies and daily records.
- The inspector observed activities indoors and children having their teatime meal.

## **Inspector**

Trisha Turney

## Full report

### Information about the setting

The Wishing Well Kids Club - St Clements was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by the Wishing Well Nurseries Limited. It is situated in St Clements Church of England Primary School, Worcester. The club uses the pre-school classrooms and hall. There is an enclosed area available for outdoor play. The club primarily serves the children of St Clements but also drops off and collects children from Pitmaston, Dines Green and Oldbury Park schools.

The club employs four members of childcare staff. Of these, the manager holds a qualification at level 5, one member of staff holds an appropriate qualification at level 3 and one member of staff holds a qualification at level 2. The club opens Monday to Friday, all year round. Sessions are from 7.30am to 8.50am and 3.25pm until 6.30pm. The holiday club is accessible to all children and is open 8am to 6pm. The club is closed on bank holidays and between Christmas and New Year. Children from the age of three years can attend for a variety of sessions. There are currently 97 children on roll, of whom five are in the early years age group. The club also offers care for children aged five to 11 years. The club is able to support 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:

- provide more opportunities for children to access the outdoor environment by considering ways to use the area in all weathers, such as having access to the playground area alone and ensuring children wear appropriate clothing for all weather conditions
- strengthen partnerships with parents, so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

## Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a wide range of interesting and challenging experiences that complement their learning in school. The available play

materials and activities stimulate children's independent learning. This means that children are able to make meaningful choices and become fully absorbed in activities of their choice. For example, they enthusiastically build a train track before moving onto role play in the kitchen area. Friendships develop across the age range with the older children often rising to the challenge of being good role models for the younger children. As a result, children in the Early Years Foundation Stage gain confidence to speak in a larger group, share their ideas and learn to adjust their behaviour to work within the group. Children are often engaged in conversations with adults and each other and staff consistently ask open-questions to help children to think. For example, staff ask children to talk about what they are doing or what they have made. The good quality teaching across the club helps young children to make good progress towards the early learning goals.

Staff use an effective key person system to give children support during their time in the club. Their knowledge of the children in their care means they can plan activities that complement their learning and development well. Staff support children's physical development effectively. They introduce tools and equipment to enhance activities. For example, the children enjoy making shapes with small beads and staff introduce tweezers for them to pick the beads up with. This clearly shows that children benefit from the challenge while enhancing their physical skills. However, there is scope to extend children's physical further by providing more opportunities for outdoor play. At the time of the inspection, children were unable to use the inviting outdoor area due to recent rainfall.

Staff warmly welcome parents into the club, which operates an 'open door policy'. However, staff do not always utilise alternative ways to encourage all parents to share information or fully discuss the support they intend to offer to complement children's learning in school. Consequently, strategies to engage all parents are not always highly successful. Effective partnership working with the reception class teachers helps ensure staff have a clear understanding of children's attainment within school. Consequently, staff are able to tailor activities to support children's learning within school. Staff encourage children to be enthusiastic learners, which helps prepare them for the next stage in their learning as they progress through school.

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

Children feel secure because they are familiar with the staff who care for them. Their transition into the club is managed well and helps them to feel confident and happy in their surroundings. Younger children have an after-school diary, which they complete with staff to provide an insight into their interests and capabilities. Attentive staff use this information to settle children in and then lead them into other areas of learning and interest. Younger children have their own key person who makes sure they are settled and comfortable in their surroundings. This also helps ensure their individual health, welfare and learning needs are consistently met. Regular observations and assessments help staff to make sure that children access a variety of activities to develop their physical, social and communication skills as well as the specific aspects of learning. Consequently, children are supported well to develop their skills for their future learning. There is effective liaison between the staff in the club and the teachers in the school, which ensures children's needs are identified and met.

Staff provide plenty of time for children to play together. This helps to ensure children develop strong attachments with other children. Staff are good role models, they show respect for children and each other. Mealtimes are a relaxed and happy occasion where children and staff chat companionably. Staff skilfully use this time to encourage conversation about diversity. For example, children and staff engage in a discussion about differences and children talk about similarities and differences in appearance, such as hair or eye colour. This helps children to learn to respect and tolerate each other's differences.

Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. The welcoming environment and the opportunities to explore their surroundings contribute well to children's sense of enjoyment in the club. This is reflected in children's good behaviour and the way in which they play with others. They are confident as they interact with adults and are at ease when engaged in speaking and listening activities. Children show increasing levels of independence. They manage their personal self-care, demonstrating their understanding of the importance of good hygiene practices. For example, children know that they need a clean fork if it falls on the floor. Children are encouraged to independently pour their drinks from the readily available water and diluted fruit squash. They learn about foods that are good for them through discussions and activities, such as food tasting and trying a range of different fruits at snack time.

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

The manager is very well supported by the management structure within the company. Clear systems are effectively implemented to ensure the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are met. Policies and procedures are routinely reviewed and supervision processes ensure they are well known by all staff. Children's welfare is well promoted because policies and procedures are effective and are implemented well. Overall, staff and management place a high priority on keeping children safe and secure. Staff carry out daily health and safety checks of the premises before use. Written annual risk assessments identify hazards and control measures put in place to help ensure the setting and equipment is safe for children to explore. The setting carries out regular emergency evacuation procedures. This helps to ensure the safety of the children and others on the premises in the event of a fire or any other emergency.

Management use effective recruitment and employment procedures to ensure that the staff are suitable to care for the children. Systems for performance management and staff appraisals are good. Training focuses on updates in first aid, safeguarding children and food hygiene. Further training needs are identified through discussions and the staff appraisal process. This helps to develop the strengths of each member of the team, further developing their skills for the benefit of all the children in their care. Monitoring and evaluation systems are good. These highlight the strengths of the club and areas that management and staff intend to develop. Staff ensure that all the activities are evaluated for their success and this links into the monitoring of the educational programme to

ensure that the needs of all children are met well. Parents are involved in the evaluation process through parents' questionnaires.

Staff demonstrate a firm understanding of the safeguarding policy and procedures. They show a secure knowledge and understanding of their responsibilities to safeguard children. All staff, including the designated lead practitioner responsible for safeguarding children, have received training in how to safeguard children. All staff also hold an appropriate paediatric first aid certificate. This means that staff can quickly act in the child's best interest and know what to do if they have concerns about a child in their care. The partnership with parents and the school are good, consequently, this provides continuity of care for the children. Children themselves confirm they enjoy coming to the club and comment 'I like it, I like playing' and often ask for a little longer to finish their game or activity when parents arrive to collect them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY471306
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	941216
<b>Type of provision</b>	Out of school provision
<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>	97
<b>Name of provider</b>	Wishing Well Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<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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