

Wise Owls Club

Whitecotes Primary School, Whitecotes Lane, CHESTERFIELD, Derbyshire, S40 3HJ

Inspection date

16/04/2014

Previous inspection date

26/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Met

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy a wide range of fun activities and experiences at the club, both indoors and outdoors, which make a strong contribution to meeting children's needs.
- Children's develop secure friendships, demonstrate appropriate behaviour and play well together as staff act as positive role models.
- The well-qualified staff team make the most of opportunities to extend children's learning through play, discussions and the use of open-ended questions.

It is not yet good because

- The management systems in place do not currently ensure a record of staff's enhanced Disclosure and Barring Service checks are available, which could comprise children's safety.
- Partnerships with parents and other providers do not always effectively promote information sharing from the point of children starting at the club, to ensure learning can be consistently consolidated and extended effectively.
- The system in place does not allow children to easily identify clean and dirty beakers when they pour their own drinks, which could result in cross infection.

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 spoke to staff and children throughout the inspection.
- The inspector looked at a range of policies, risk assessments and a range of other supporting documentation.
- The inspector took into account the views of parents and children spoken to on the day and information provided on the self-assessment form.
- The inspector observed activities in the community room, outdoors and at snack time.

Inspector

Christine Walker

Full report

Information about the setting

Wise Owls Club was registered in 2007 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from the community rooms at Whitecotes Primary School in Chesterfield, Derbyshire. It is one of four childcare settings run by a private provider, as Chesterfield Childcare Limited. There is an enclosed area for outdoor play. The club employs three members of staff, the owner and manager holds an early years foundation degree at level 4, and two members of staff hold appropriate level 3 qualifications. The premises are accessible to children and adults who may have disabilities. The out of school club serves the local area and surrounding villages. The setting opens five days a week from 3.30pm until 6pm during term time only. The club also runs a holiday club from 8.30am until 6pm during school holidays. There are currently 93 children on roll. Of these, there are two children in the early years age group and both attend the holiday club. Children can attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. It has strong links with the host school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a record of staff enhanced Disclosure and Barring Service checks is available at the setting.

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

- develop an ongoing dialogue with parents and other providers from the point of children's entry to the club and use this shared knowledge and understanding to effectively complement and extend children's learning and development
- improve the system for children's self-service of drinks to ensure that clean and dirty beakers are clearly identifiable to the children at all times.

Inspection judgements

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

Staff at this welcoming and friendly after school and holiday club have a positive impact on children's learning and development. Children clearly enjoy learning through play, happily and eagerly choosing what they wish to do from the wide range of resources offered through the continuous play provision indoors and outdoors. Practitioners organise

resources around the room so that children can make independent choices in their play. This results in children approaching their play with eagerness. For example, children build with bricks, play with the dolls house or use the computer. Staff have a secure knowledge of the Early Years Foundation Stage and how children learn, and use this to good effect as they adapt activities to each individual's stage of development to ensure everyone is included. Useful information about children's care and interests is gathered from the parents as they register their child for the club. However, information relating to children's abilities is not always consistently shared from the point at which children start at the club; information sharing with other settings other than the host school is not always as effective. This means that there is not always a fully comprehensive picture of children's achievements, on which to base future plans. Children focus well and engage in self-chosen activities as well as activities provided by staff, which complements the learning that takes place at nursery and school. Consequently, children are supported to develop the skills they need for their future learning.

Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. Children's ideas are incorporated into the planning, and additional activities or resources are provided on request. For example, supporting children to write a list to take turns on the computer and the addition of a clock to allow them to time each other. Staff demonstrate good teaching strategies as they introduce new words, such as 'embarrassed' and skilfully explain its meaning at a level the children can understand. Children's counting skills are developed as they count to a 100, count how many times they can bounce a ball or count how many bricks there are in the tower. Children enjoy a wide range of creative resources to make Easter baskets, fold boxes, paint and draw. There is a good balance between adult-led and child-led activities and children make independent choices about their play. Children freely move toys from one area to another as they develop their imaginative play. Children enjoy playing outdoors and develop their physical skills. They are supported to walk across the balancing equipment, staff gradually withdrawing their support until children are confident to walk across by themselves. They receive praise and encouragement from the staff. Children also develop their imaginative skill outdoors as they use a tennis racquet, turning it into a pretend guitar. Children and staff talk together throughout the session. Staff carefully listen to children, encouraging them to share their thoughts on their activity and express their views.

Children are happy in the club atmosphere and look forward to coming. They clearly have fun with the activities that the staff provide and they are eager to play. During the holiday club children from the club's sister after school club join together and the club also admits children from other schools and nurseries in the surrounding area. In the summer children enjoy weekly visits to local attractions, such as, farms, parks and Chatsworth House. The children all comment favourably on the club as they discuss their favourite activities. They state 'I like it lots, I like playing outside and on the computer'. Staff are good role models and as a result, children are well behaved and show respect for their friends, staff and their environment. Staff develop very good relationships with parents who are also very complimentary about the club. For example, one parent states; 'I think it's great. They take into account the children, stretch their minds, always something to do. They really enjoy it'. They praise the good rapport with staff and the good links with the host school

and the fact that staff ensure information from school is handed over so that parents are informed about their child's day at school.

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

Children are settled and secure in the club. New children quickly become comfortable in the cheerful and relaxed atmosphere and children from other settings soon make friends and enjoy the companionship of the holiday club. During school holidays the club transports children from its sister club in an outlying village. Staff ensure that they are accompanied by a member of staff with whom the children and parents are familiar, so they feel confident and secure. This provides continuity for the children and contributed to their well-being and emotional security. Staff ensure that feedback on their day is provided for parents on their return. Children are aware of their own safety and the safety procedures in place and also the rules of the club. Staff support children's understanding of safety issues, such as fire safety, through practising regular fire evacuation drills. Children also learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. Children receive praise for their achievements and positive behaviour, which promotes self-esteem and confidence.

Children play in both small and large groups and enjoy the company of older children, particularly when playing outside. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy a range of healthy snacks, and independence skills are fostered as they spread jam on their waffles at snack time. Children's independence skills are further fostered through pouring their own drinks, which are freely available throughout the session both indoors and outdoors. However, it is not always evident to children, which are clean and which are dirty beakers so children sometimes reuse dirty beakers which is unhygienic. There are good opportunities for children to become active. For example, children and staff play hide and seek, throw and catch a ball, skip or do cartwheels and handstands on the grass. Children are allowed to take risks as they play on the wooden play equipment outdoors as they balance, jump and climb on the various pieces of equipment. Children are competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. Good security systems ensure children's safety as a member of staff lets parents in and out of the building. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. As a result, children are well prepared for their future learning.

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

Staff have a clear understanding of safeguarding children in relation to child protection issues. They attend regular training on safeguarding and are aware of their responsibility to report any concerns. The arrangements for safeguarding children are effective and all staff have had their suitability to work with children checked. However, evidence of staff Disclosure and Barring Service checks was not available at the time of the inspection. Practitioners hold current first aid and food hygiene qualifications. Accidents are effectively

recorded and parents know that they have to report accidents that occur at home. Visitors are signed in and out. All of this contributes to ensuring children's safety. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained, including policies on the use of cameras and mobile phones in the club. Policies are available for parents to read at the club or on the website. The user friendly and informative website ensures that parents are kept up to date and can access booking forms, newsletters and other supporting information. All staff are well experienced and hold an early years qualification at level 3 or 4. They put their skills to good use and regularly attend training to ensure their knowledge is updated. This is complemented by staff appraisals and monthly supervision meetings with the manager to highlight any training needs and allow for reflection on development, both on a personal level and for the club. Staff are fully committed to meeting the needs of children who attend. The management team regularly monitors the delivery of the educational programmes and the care practices. This helps to ensure that all staff are consistent in implementing the policies and procedures and supporting children's learning and development effectively.

Self-evaluation is ongoing and effectively ensures any weaknesses, or areas for improvement are promptly identified and addressed. The managers and staff meet regularly to reflect on practice and to identify and consider aspects for improvement. Parents and children are included in this process through the use of questionnaires, a suggestion box and through discussion with staff. Effective partnership working with parents ensures that they are well informed about their children's welfare needs. For example, staff inform parents when a child has had a minor accident and ensure that the accident form is signed. Parents speak of the good quality care the club provides and comment very positively about the club through a range of questionnaires and verbal feedback. Staff have a positive relationships with the host school. This means children benefit from some continuity and consistency in their learning. The club successfully support children with special educational needs and/or disabilities.

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

Unique reference number	EY349821
Local authority	Derbyshire
Inspection number	817651
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	93
Name of provider	Jane Shepherd
Date of previous inspection	26/11/2009
Telephone number	01246 472712

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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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