

Woodston Whizz Kids

Woodston CP School, Celta Road, Peterborough, Cambridgeshire, PE2 9ER

Inspection date	24/06/2014
Previous inspection date	16/12/2009

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

- There is good communication between the reception school teacher and the club as practitioners regularly exchange information regarding children's progress.
- Practitioners successfully promote children's safety and understanding of how to keep themselves safe as they carry out rigorous risk assessments and have a clear understanding of safeguarding procedures.
- The manager has made significant changes since her appointment and a great deal of hard work has brought about notable improvements to the operation of the club. This ensures children are offered a much improved experience and greatly enjoy their time at the club.
- Partnership working is effective and parents are kept well informed about their children's time at the club. Children's next steps in learning are shared and friendly relationships offer children security and consistency in their care.

It is not yet outstanding because

- Supervision arrangements do not always ensure that training is astutely targeted to enable practitioners to continue to improve their already good practice so that children can make optimum progress during their time at the club.

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 out of school club and talked with the practitioners.
- The inspector viewed indoor and outdoor areas used for children's play.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the provider's self-evaluation form as provided to the inspector.

Inspector

Deborah Hunt

Full report

Information about the setting

Woodston Whizz Kids Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary Childcare Register. It operates from Woodston Primary School in Peterborough, Cambridgeshire and is managed by a committee. The club serves the local area and is accessible to all children. The club has use of the school hall, playgrounds and swimming pool with access to toilets and kitchen facilities. There is a fully enclosed area available for outdoor play. The club opens Monday to Friday during term time. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 28 children attending of whom four are in the early years age group. The club supports a number of children with special educational needs and/or disabilities. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. They receive 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:

- refine monitoring and supervision of practitioners further to ensure that an astute and targeted programme of professional development enables them to consistently improve their already good practice, so that children are best supported to make rapid progress.

Inspection judgements

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

Children enjoy their time at this stimulating club where they have lots of fun participating in the interesting activities offered. Knowledgeable practitioners ensure children's learning is supported effectively across all areas of learning, enabling them to follow their own interests and play preferences. Each week practitioners discuss what children would like to do with them, so that activities are planned accordingly. The sessions are organised to ensure children can enjoy sharing time spent at activities in the company of their friends and practitioners. For example, children choose what they want to create each week and decide on summer related activities following a bout of sunny weather. They create their individual decorated ice-cream cones using their imaginations to make each one unique. They enjoy tasting smoothies and summer fruits, such as, strawberries and melon and they create a display which includes many different aspects of summer, helping to make the room their own. The key person monitors younger children's progress highly effectively. Observations are regularly completed and are shared with parents in order to work together on their child's next steps. The key person also works closely with the school reception teacher and they share information and assessments in support of promoting children's progress. This enables practitioners to plan specifically for each child's individual needs. As a result, children are making good progress.

Children's play and activities are often linked to current events of importance or relevance to them. For example, children follow the football world cup as a theme. They make world cup flags, take part in a football match outside, participate in related board games and eat associated food, such as barbeque foods and hot dogs. Children's problem solving skills are actively encouraged as they decide how to create their own aircraft and complex cars out of construction bricks. They learn about early mathematics as they count the bingo balls they send them down the marble run. Children have fun dressing up as princesses and superheroes. They love to use their imagination and practitioners, who focus on helping them relax and have fun, join in as children pretend to be superheroes and hula girls. Card and board games are also used effectively to help younger children understand number, quantity and think carefully to recall previously learnt information. Practitioners are very aware of each child's stages of development and support them well as individuals across all areas of learning. They work hard to ensure children enjoy activities, creating a child-focussed, stimulating environment to offer children a different experience from their school day. A range of reference and reading books are readily accessible, ensuring that children can relax and enjoy stories. Practitioners sit with younger children to read and support older children with their homework if they wish. Creative activities are promoted very well as practitioners ensure there is a wide selection available for children each day. School based creative homework is often completed at the club.

Children with special educational needs and/or disabilities are offered thoughtful, sensitive support to ensure they make good progress from their initial starting points. Practitioners work closely with parents and any other professionals involved which enables them to tailor activities and resources to meet their specific needs. Parents are spoken to daily about their child's activities at the club and practitioners share learning journals with those who have young children attending. They work in partnership with them to help children achieve the next steps in their learning and share valuable information to help achieve a consistent approach to children's experience both at the club and at home.

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

Practitioners are deployed effectively to ensure that every child feels supported. Consequently, children form warm, friendly and secure emotional attachments with their key persons and other practitioners. Children are offered an experience that matches their individual needs and wishes as practitioners work hard to offer this. As a result, practitioners offer children an environment that provides a strong base for their developing independence and exploration and they develop a range of skills for the future. Children clearly love attending, with a number coming purely to meet up with their friends. They are all confident and very much enjoy their time at the club. Practitioners spend quality time with children throughout the session, listening to them and interacting with them individually, so they feel special and valued. Older children become 'buddies' to their younger peers, helping them learn to be tolerant, kind and helpful and offering younger children someone to look up to. Practitioners want children to enjoy their time here, as they would at home. For example, every child who has a birthday at the club is given a party, which all the children join in with and there is always an end of term party. Last year children had a pool party and this year a surprise has been booked for them.

Children's behaviour is very good. They clearly know the rules of the club and innovative ways are found to motivate them to behave well. For example, children earn a toy character to add to their particular group's 'bin'. The points are added up and displayed on a board and at the end of each term, the group with the highest total earn a reward. Practitioners are friendly, motivational and polite, acting as good role models for children, positively reinforcing their understanding of how to behave. A wide range of good quality resources and materials are readily available which promotes and supports all seven areas of learning.

Children are very capably supported to develop a positive attitude towards leading a healthy lifestyle. Daily routines are in place to foster children's awareness of personal hygiene. Practitioners offer children a wide selection of healthy snacks, which incorporate topics covered and different festivals. For example, children try sweet potato, pineapple and melons and eat noodles and prawn crackers during Chinese New Year celebrations. Practitioners also take account of initiatives, such as the 'change for life' campaign when they and children discuss taking up a more active lifestyle and new physical games are introduced. Children complete an assault course and learn to play rounders, as well as discussing different healthy food options. Children enjoy activities, such as, food tasting blind folded and are surprised to learn of foods they enjoy that they thought they did not like. Snack times are social, enjoyable and offer children opportunities for a chat and catch up with each other. They eagerly discuss their food preferences and whether they like the taste of the new foods they try, which promotes their understanding of healthy eating. Children learn social interaction skills as they part in the monthly 'box day' activity. Every child is given a resource box and is tasked with finding all the contents and returning them to their correct box. Activities such as this help them learn to be responsible for their environment and they develop useful skills they will take with them through life.

There is a strong focus at this club on children's active play. They enjoy being outside in the fresh air each day, make good use of the school nature area and trim trail, fly kites and love going swimming in the school pool each week. This helps children learn that physical activity is enjoyable, sociable and at the same time instils in them an awareness of how to grow up healthily. Children's understanding of safety develops as they see the 'hot, hot hot!' sign on the cooker and discuss tidying up so that they do not trip over toys. Practitioners enjoy strong links with the reception teachers, where early years children attend, as a number of them work within the school. This offers children superb continuity of care and helps to prepare them for transitions and their next steps in development.

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

Practitioners have a comprehensive understanding of their responsibilities to safeguard the children in their care and know how to act on any concerns they may have. Clear procedures are in place to support their work in this regard and they also liaise closely with the school. Practitioners are carefully vetted prior to working with children. They complete a comprehensive induction process when they first start work at the club. As a result, practitioners clearly understand their responsibilities, the procedures they need to follow and the expectations of their role. The manager, committee chair and practitioners

have a clear understanding of the welfare, learning and development requirements for the Early Years Foundation Stage. This has a positive effect on the children that attend. The manager does offer practitioners supervision meetings. However, these arrangements do not always ensure that training is astutely targeted to enable practitioners to continue to improve their already good practice so that children can make optimum progress during their time at the club. Practitioners are well supported in their roles through comprehensive annual appraisals and the team meet regularly to discuss progress and any emerging issues. Much hard work has taken place since the last inspection and the recommendations set have all been actioned and met. A closely monitored action plan is helping to further improve practice at the club.

The manager monitors the effectiveness of practitioners and the educational programme through her presence within the room and regular perusal of children's learning journals, which she discusses with practitioners. Self-evaluation and reflective practice are in place which enables the manager to identify the club's strengths and areas to improve. This includes the views of practitioners, parents and children. Children are given sheets with the Ofsted inspection grades on them and are asked to mark the club accordingly. Children say they 'love Whizz Kids, its amazing!' and that they 'love coming and hanging out with their friends'. Robust risk assessments promote children's safety effectively. This is particularly well demonstrated given the need for the club to move to temporary premises within the school while significant building work takes place. The manager and committee have taken all necessary steps to ensure children's safety during this time. For example, children are now escorted to the toilets in use during this time as they are not close to the club. Practitioners wait outside the door for children, offering them privacy and independence, while ensuring they are not lost on the way and are safely returned to the club room. Thoughtful organisation of the room also ensures the premises are safe and secure, while offering children a welcoming, open space within which to play.

Parents are actively encouraged to contribute towards their child's assessments by sharing their progress as they notice it at home. This enables practitioners to include their observations within planning to consolidate children's learning. Effective communication between the child's teacher and the key person promotes continuity of care. Children's individual needs are very well met because the club regularly shares information with parents and carers. For example, staff fully discuss and record all medical or dietary requirements so that they are able to care for each child appropriately. Parents report that they receive detailed information from the club as children join and regularly throughout their child's time at the club. They are extremely pleased with the care their children receive. They make comments, such as, 'keep up the good work' and that practitioners 'go out of their way to ensure the children have fun'.

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	EY280534
Local authority	Peterborough
Inspection number	877697
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Woodston Playgroup Committee
Date of previous inspection	16/12/2009
Telephone number	07951 649608

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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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