

# Wise Owls Club Ltd

Courthouse Junior School, Blenheim Road, MAIDENHEAD, Berkshire, SL6 5HE

<b>Inspection date</b>	14/07/2014
Previous inspection date	09/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 create a welcoming environment where children settle in well and make warm relationships with each other. This results in the children feeling happy, safe and secure.
- Staff keep children safe through the implementation of a range of policies and procedures that contribute to promoting and safeguarding children's welfare.
- Children are well behaved and staff praise them for good behaviour which makes them feel welcome at the club.
- The club has supportive relationships with parents who speak highly of them and the activities they offer.

### It is not yet outstanding because

- At the start of the day children do not have a good range of toys and resources to explore and play with, which limits their free choice over what they do.
- Children follow good hygiene practices, washing their hands before they eat, but do not understand why they do this or understand the importance of good hygiene.

## 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 had a tour of the parts of the school the club accesses, including the outdoor area.
- The inspector spoke to staff and children throughout the inspection and observed their interactions with each other.
- The inspector sampled a range of documentation including children's records, policies and procedures and insurance.
- The inspector spoke to parents about their views about the club.
- The inspector invited the manager to conduct a joint observation.

## Inspector

Natasha Crellin

## Full report

### Information about the setting

Wise Owls Club is one of two out-of-school provisions run by Wise Owls Club Limited. It registered in 2010 and operates from Courthouse Junior School in Maidenhead, Berkshire. The club is open each weekday from 3.15pm to 6.15pm during term time only. All children have access to an enclosed outdoor play area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club collects children from Furze Platt, Alwyn, St. Edmond Campion, Newlands and Courthouse Schools. There are currently 65 children on roll, including children in the early years age range. The club employs 10 members of staff. The manager and four staff members hold qualifications at level 3; three staff hold qualifications at level 2 and two staff are working towards a qualification. Most staff hold paediatric first aid certificates. The club also employs a cook.

### What the setting needs to do to improve further

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

- help children develop an understanding for the reasons for following hygiene routines such as hand washing to support their personal care skills
- offer children a wider variety of freely accessible resources at the start of the session to support their interests and learning needs.

### Inspection judgements

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

Children make good progress in their learning and development due to well-planned activities that are provided for them. Staff observe children which means they know their interests and abilities well. Planning takes into account the children's interests as well as reflecting their levels of development to help them make good progress in all areas of learning. For example, the children are split into three different age groups at the start of the session. This means younger children can have toys suitable to their age group such as sand, water and construction toys. Each week staff ask children what they would like to do next week and their ideas are part of the regular planning.

Staff interact with the children well as they play and show a genuine interest in what they are doing. This means children are well supported as they play and their learning and emotional need are quickly met. For example, as children balance over a trim trail, staff support them by giving encouragement and helping them with big steps when they really need it. The staff offer safe explanations such as 'that is a very long step, do you want me

to help you?' Children respond well to adults' support and encouragement and they are motivated to continue with the challenging task.

Children enjoy each other's company and play well together. Two children work collaboratively to make the longest track they can, passing each other pieces and getting excited as they manage to achieve what they had planned. Throughout the session children have access to a wide variety of toys and resources but at the start of the day the selection for the younger children is more limited, which has an impact on the choices they can make when they first enter the club.

Children are assessed through very comprehensive learning profiles which are completed by each child's key person. Profiles include specific things they have been working on, such as letter formation, as well as photographs, written observations and pictures the children have made. The staff use this information to write next steps for the children to work towards and very frequently write these in conjunction with the teachers at school. This provides continuity for the children in their learning and helps them make good progress. Parents enjoy looking at these profiles and say they help them to know their children are seen as individuals and that their needs are met well.

Parents are happy with the care provided by the club and feel the staff are attentive to their needs and respond to their questions quickly. Parents commented on the effective communication which included daily face-to-face discussions, e-mails, newsletters and a new website, which allows parents to book online, which is supportive of working parents.

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

Each child within the early years age range has a key person and their individual care and welfare needs are established and responded to effectively. This system also ensures communication with parents is individualised and specific. The children's welfare is of great importance to the caring staff team who ensure children are settled and happy in the club. Children have a good sense of belonging as they choose what they want to play with and are confident to share their ideas with staff. For example, children talk through their craft ideas and staff find them suitable resources to bring their creations to life.

Children are developing a good understanding of how to keep themselves safe. For example children know not to run indoors and to line up together to avoid pushing when walking through the school. Children regularly participate in fire evacuation practice and know they need to go out the door to the field if there is a fire.

Children's behaviour in all areas of the club is excellent and staff use praise effectively to encourage children to make good choices. Children sit appropriately and interact well despite coming from different schools, demonstrating confidence in their relationships with others. Staff manage children moving through the school very well and they respond to the good level of organisation with calm behaviour. Staff speak positively to children and are good role models, demonstrating good speech and speaking to them calmly.

Children enjoy a fully cooked, healthy meal prepared by a cook on a two-week rotating menu. Children's dietary information is taken account of and children are offered a vegetarian or meat option. Meals are nutritionally balanced, therefore encouraging healthy eating habits. For example children enjoy roast chicken with sweet corn and potatoes. Staff sit with children as they have a meal and children and enjoy each other's company during this social event. Children have access to several outdoor spaces where they can explore the climbing frame or play energetic games and sports on the large fields, all of which contribute to a healthy lifestyle.

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

The manager and staff team demonstrate a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand fully the importance of providing a safe environment for children to explore and play. The club has a good range of policies and procedures in place to ensure they maintain the safety of the children as a priority.

The club has implemented an effective system of staff supervision. Staff have regular six-monthly appraisals and regular observations lead by the manager on the quality of their interactions with children. Staff frequently attend training such as first aid, safeguarding and phonics which continues to develop their expertise and improve provision for the children.

The manager and staff have worked closely with other agencies to promote a culture of reflective practice and demonstrate good progress since the last inspection. For example, the staff have developed a focussed approach to observing and assessing children which has meant they are now making consistently good progress in their learning and development.

The club enjoys many close relationships with other groups who care for and have an interest in the children who attend. These relationships support the exchange of information about children, ensuring there is good continuity of care. For example, the club works closely with the local schools, the local authority advisor for out of schools provision and with the local nursery who often host training which the staff attend.

### **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

<b>Unique reference number</b>	EY416753
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	816469
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Wise Owls Club Ltd
<b>Date of previous inspection</b>	09/02/2011
<b>Telephone number</b>	07798872990

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

