

# Energy Kidz Club Out of School Club - Wildmoor Heath

Wildmoor Heath School, Lower Broadmoor Road, Crowthorne, RG45 7HD

<b>Inspection date</b>	12/08/2014
Previous inspection date	10/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	4
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 benefit from a welcoming environment. As a result, they are enthusiastic about coming to the club, where they socialise and have fun.
- Management support staff well in meeting the requirements of the Early Years Foundation Stage and encourage staff to access further training.
- The club has implemented new ideas, toys and equipment to generally create a fun environment that is interesting to the children based on their interests.
- Children's well-being is promoted through positive practices and procedures that support their safety and security.

### It is not yet good because

- Staff do not always use good questioning techniques to promote children's language and thinking.
- There are few books for children to enjoy and a lack of resources to provide positive images of diversity.
- Staff do not provide a broad enough range of materials and activities to support children's imagination, or sufficient opportunities to explore information and communication technology (ICT) to enhance their learning.

## 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 school hall and outside.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at documentation and sampled a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on inspection.
- The inspector held discussions with the manager and the nominated person of the setting and spoke with staff at appropriate times throughout the inspection.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

Energy Kidz Club Out of School Club - Wildmoor Heath, registered in 2013 and offers an after-school club and holiday club. These operate from Wildmoor Heath Primary School in Crowthorne, Berkshire. The after-school club and holiday club have use of the school hall, school playgrounds and field. The after-school club operates five days a week from 3.20pm to 6pm, during term time only. The holiday club operates each school holiday from 8am until 6pm. Energy Kidz is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently a total of 45 children on roll, of whom seven are in the early years age group. Three members of staff are employed to work with the children including a manager who holds early years and playwork qualifications at level 3. One other member of staff holds an appropriate qualification at level 2.

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

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

- improve the programme for literacy by providing varied experiences and opportunities for children to explore a range of good quality books, signs, and words that take into account children's different interests, understandings, home backgrounds and cultures
- improve staff skills in the use of open-ended questions in order to further support children's talking, thinking and exploring ideas.

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

- strengthen opportunities to support children's excursions into imaginary worlds by encouraging their inventiveness, extending children's experiences and expanding their imagination through the provision of a broad range of materials or familiar resources reflecting everyday life
- maximise opportunities for children to develop their understanding of technology, by providing varied experiences and opportunities to learn, practise and explore technology in all aspects of their learning.

## Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Staff supervise the children well and use their interests to plan many activities and experiences throughout the duration of the club's programme. Although children enjoy their time at the club, they are occupied with similar activities throughout the day and lack a good level of challenge. For example, during an arts and craft activity inside and football on the field, staff give all children the same instructions and resources to use. This means that children's individual skills and abilities are not considered. Interactions between the staff and children are mostly kind and caring. However, not all staff are confident and experienced enough to adapt tasks or sharply focus their support to improve children's learning. For example, they do not encourage challenging learning, such as through counting, colour recognition or problem solving. Overall, interactions between the staff and children are still developing but have improved since the last inspection. Nonetheless, staff are aware that children learn from their peers and encourage older children to support younger ones. Children are, on the whole, seen to be working within their typical range of development expected for their age.

Staff show warmth and kindness to the children. Consequently, children approach staff with confidence to express their needs, such as wanting to join in with a specific activity. Many staff have the skill to make the club fun and stimulating by following the interests of the children. The deployment of the staff effectively promotes children's sense of security. Staff value children's views and opinions and they take an active role in deciding on the club's activities. They develop good social skills during the relaxed meal times as they sit in small groups at the table with staff and hold conversations. This also effectively promotes children's communication and language skills.

Children have adequate choices, they self-select activities that they would like to join in with and lead their own play. Staff generally interact with the children and relationships are good. Children have opportunities to extend themselves physically in the large adventure play areas, where many children confidently initiate their own lively and energetic free play. There is generally a suitable range of equipment and activities that the children can access, such as board games, puzzles, building bricks and making bead necklaces. Children show great pleasure when they have an agreed time that they can play on the x-box. However, there is limited choice within most activities to allow children to extend their imagination and thinking skills with opportunities to express themselves creatively, imaginatively and musically. There are also few opportunities for children to explore a wide range of information and communication technology equipment, such as compact disc players, remote control or programmable toys, to support their learning further.

Parents are welcomed into the club and are encouraged to share information about their children. Relationships with parents are positive and are sufficiently focused on promoting parental partnerships. Staff keep parents informed about activities at the club through daily verbal feedback and the use of a notice board that is hidden away from the entrance

area.

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

Children develop a sense of belonging as they are warmly welcomed into the club. They quickly settle into the routine, taking part in a suitable range of activities alongside their peers. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where they play and who with. Staff are committed to getting to know the children. Planning is flexible and influenced by the children's choices, ideas and play preferences. Children are provided with appropriate support and supervision and confidently approach staff when they need help.

The club promotes inclusive practice by providing equal chances for all children and encouraging all children to participate in activities, while providing further scope for alternative choices from the resources cupboard for those who wish. However, there are limited books for children to look at or have read to them and develop their literacy skills further. In addition, there are few signs and posters in the environment to help reinforce that print carries meaning or to reflect other languages. Children behave well as they are familiar with the club. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Behaviour is managed well overall; children respond to instructions and directions from staff as necessary. Positive behaviour is reinforced through good use of praise. Children's understanding of safety issues is demonstrated appropriately through their play and activities. For example, children are taught about keeping safe, such as they are encouraged to think of their own safety when making extremely long bead necklaces that may cause them to trip over.

Staff support children well to develop good hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snacks and lunch. This helps them to understand self-care practices. Children bring their own packed lunches to the club and parents are advised in advance of the importance of appropriate contents and cool bags. Children are learning about the importance of healthy lifestyles as they participate in regular physical exercise both indoors and outdoors. Children enjoy the free opportunities they have for active physical play outdoors, where they have access to footballs, scooters, objects to throw and space to run, or various adventure equipment to climb on. Fresh drinking water is always available for them if they are thirsty. This helps children develop positive attitudes towards fresh air and exercise. Procedures are in place to ensure children receive attention in the event of an accident or illness. Some staff hold appropriate first-aid qualifications. Medication and sickness policies and systems for administering medication are firmly established. These procedures promote children's well-being.

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

There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. All staff are suitably vetted, resulting in children being effectively safeguarded. New staff receive an appropriate induction to make sure that they are supported to understand their responsibilities. Staff understand their role in safeguarding children from abuse and neglect and clear policies and procedures support their practice. The training manager ensures that all staff attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child in their care. Some staff hold relevant early years or play work qualifications and others are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. Staff undertake daily visual safety checks for the premises alongside clear written policies and procedures support practice. This system ensures children's safety and welfare is a priority.

The staff team provide a friendly environment in which children are generally able to learn through free play and exploration. There are frequent staff discussions where they discuss and reflect on their practice. Staff are provided with frequent supervision as the manager regularly observes activities, feeding back to staff. The manager is keen to improve the club. The company's management team and staff welcome the advice and guidance they receive from the local authority and other professionals. As a result, they have worked hard to put the actions and recommendations from their last inspection into practice, such as developing staff's understanding of safeguarding procedures, providing new toys and promoting staff in working towards furthering or gaining recognised childcare qualifications to support their practice further. They are committed to their in-house training and meetings so that managers together can share good practice. This demonstrates that they have the ability to promote continuous improvement. In addition, they have devised a new programme for the Autumn term to ensure that staff receive regular appraisals to support their professional development along with the training offered. The club currently identifies their strengths and areas for improvement using an action plan process.

Questionnaires are given to parents to complete and a 'wishing line' for children's comments are used in order to ascertain their views and opinions. Staff forge suitable relationships with parents. Parents are kept informed about their child's day, through daily verbal communication. Parents speak positively of the club and state that their children have settled and how they enjoy attending. They have the opportunity to share basic information about their children before they start. Parents report that they feel their children are safe and suitably cared for while at the club. The manager is building effective relationships with other professionals, such as teachers. This helps when sharing information about individual children attending the after school club and being able to meet their needs.

### 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY469673
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	973470
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Energy Kidz Ltd
<b>Date of previous inspection</b>	10/04/2014
<b>Telephone number</b>	08455194470

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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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