

# Wylde Cats After School Club

Wylde Cats, Green Lanes, Wylde Green, Sutton Coldfield, West Midlands, B73 5JL

<b>Inspection date</b>	10/11/2014
Previous inspection date	21/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have a lovely time in this fun-filled environment. They enjoy the varied range of activities and experiences, which are wholly suitable for this type of provision. This supplements their learning in school well and means children make exceptional progress.
- Staff are attentive, sensitive and skilful in their interactions with children. This means that even children who have recently joined the setting feel very safe, emotionally secure and happy.
- Children have a positive attitude to being outdoors and physical activities, which promotes their understanding of the contribution of exercise for a healthy lifestyle.
- There are effective arrangements in place for safeguarding children, including robust recruitment procedures. Staff have good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.
- Children's behaviour is managed exceptionally well because all staff members use effective behaviour management strategies and clear guidance. All of the children understand and follow the rules of the club and enjoy the pleasant environment.
- Management and staff actively seek the views of children, parents, teachers and other professionals to identify the strengths of the provision and areas for further development. As a result, this continuity of care means that all parties work towards the same goals to meet the needs of each child.

## 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 toured the premises and observed activities in the main playrooms and outdoors.
- The inspector interacted with children and staff throughout the inspection.
- The inspector held a meeting with the manager and deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's evidence of self-evaluation.
- The inspector looked at documentation, including children's learning journals, staff's and children's files and a range of other documentation.
- The inspector took into account the views of parents and carers from documentation available and also views expressed by children spoken to on the day.

## Inspector

Patricia Dawes

## Full report

### Information about the setting

Wylde Cats After School Club registered in 1995 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from designated areas within a primary school in Sutton Coldfield, West Midlands. All children share access to a secure enclosed outdoor play area. The club serves the children attending the school and is accessible to all children. The club opens Monday to Friday during term time only. Sessions are from 7.25am until 8.55am and 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 175 children on roll, 20 of whom are within the early years age group. The club supports children with special educational needs and/or disabilities. It employs 16 members of staff. Of these, 12 hold appropriate early years qualifications at levels 2 and 3.

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

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

- consider how additional available space can be used to further enhance opportunities for children to explore the vast range of resources, and play at their own pace.

## Inspection judgements

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

Children are happy and enjoy coming to the out of school club and taking part in a wide range of fun activities available after a busy school day. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Staff have an excellent knowledge of the requirements of the Early Years Foundation Stage. All members of staff successfully monitor and track children's learning with the effective use of accurate observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. Children are actively involved in planning. Staff use their ideas and preferences to inform the planning of individual activities to precisely support children's learning and development. They provide an exciting, stimulating and wide range of resources and activities to promote learning in all areas of development. Staff have high expectations of children and are skilled in identifying when to get involved to extend and support children's learning further. As a result, children demonstrate the characteristics of effective learners and make consistently rapid progress. Staff involve parents in their children's learning and development through daily conversations as they collect their children. Information about their children's learning and development is also available for them to see in the artwork, learning journals and photographs displayed on the digital screen and activity boards. Effective systems are in place to track children's progress and information

is regularly shared between staff, parents and school. As a result, children thrive and are well motivated to learn in this high-quality out of school club.

Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. There are a vast range of resources available for children to select from; however the additional space available is not always used to full effect to further enhance opportunities for children to explore and play at their own pace. All children appear emotionally secure because children who are new to the setting receive an informative illustrated handbook. This includes information about the club, such as who is their key person and buddy, the routine of the sessions, activities they can take part in and the rules regarding their behaviour at the club. Staff pair them initially with a 'buddy' who helps them to settle, find friends and gain confidence in their new environment. Older children are very willing to support younger children by including them in their play and helping them with activities. As a result, children develop a sense of trust and warm relationships with adults and their peers, and this fosters children's well-being exceedingly well.

Children converse freely with staff and visitors and are confident and content. Staff join children in their play, guiding and helping them with their chosen activity. They consistently foster children's language development through conversations and offering ideas. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Children access technology when they use the computer suite, where their usage is monitored closely by staff. Children know they can only use the internet sites that have been approved and are safe. Children spend long periods of time engaging in imaginative play with small world resources or being creative at the art table as they discuss and paint poppies for Remembrance Day. Children develop their understanding of mathematical concepts as they enjoy playing table-top games that give them opportunities to make their own models using connecting building blocks or take part in cooking activities, learning to weigh ingredients and the processes involved in making cakes. During registration, children show excellent listening skills and respond enthusiastically when their name is called, hoping to gain house points for their team. Staff encourage all children to be active and provide an excellent range of outdoor activity clubs for children to improve their abilities in coordination, control and movement. Children enthusiastically join in dance sessions and enjoy team games with the sports coach, such as rugby, football and cricket. They develop their large muscle skills by climbing and riding down slopes in the adventure playground or by using wheeled toys, hoops and skipping ropes in the playground. Consequently, children have a wide range of skills to support their future education, as well as a very positive attitude to learning.

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

Children feel happy and secure because the staff establish positive and trusting relationships with parents and children from the start. A key-person system is well embedded and information about children is effectively shared among the staff. Clear documentation and discussions contribute to this. This means that all staff know children well and support them as and when necessary. Staff are very good role models, showing

genuine care and respect for all, thereby, creating a positive environment. Children demonstrate a very clear awareness of what is expected of them, due to consistent messages from all staff. Consequently, children's behaviour is beneficial to their own and others' learning and relationships on all levels are excellent. Children demonstrate self-control during activities and are aware that their actions have an impact on others. Strategies are in place to help children learn how to behave. For example, children are reminded how to use their 'kind hands' when playing alongside their friends and staff model how to be gentle towards others. Consequently, children play together harmoniously.

Staff work hard together to create a welcoming environment where children are eager to explore and play with their friends. Children laugh and chatter with staff and readily include them in their play. Effective procedures help children to feel proud of their achievements. For example, children receive house points and stickers and are praised for their achievements throughout the session. They also receive certificates for the 'star of the week' or 'special mention' by doing something especially good or kind. This helps children to feel positive about their play and promotes their self-esteem. Children are able to spend a great deal of time outside in the fresh air and keep healthy and active while enhancing and developing their physical skills. The indoor learning environment promotes learning very well because of the wealth of resources and calm atmosphere. Children benefit from working in small groups with their key person, which creates further opportunities for individual interests and needs to be met, in a secure, communication-friendly environment.

Staff use every opportunity to skilfully discuss safety and encourage children to assess risks and the possible outcome if they do not take care. Children learn to keep themselves safe through practical daily routines and staff guidance. For example, children know to inform a member of staff if they are going into another area within the school and why they should not rock on chairs. Staff ask children why they should sit properly and they reply 'because we might fall off and hurt ourselves'. As a result, children learn how to keep themselves safe. Children's individual dietary needs and preferences are protected, because staff have safe procedures to ensure that their individual requirements are met. Children enjoy sociable snack times in the club, where they are encouraged to help prepare and serve themselves from the wide variety of choices offered. As a result, children's health, safety and well-being are successfully promoted.

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

The management team have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The setting has very robust and thorough recruitment, vetting and induction procedures in place to help ensure staff's suitability to work with children. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. All staff are clear about implementing child protection procedures if they have a concern about a child in their care. This means children's welfare is assured. Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. 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. Staff use radios to keep each other fully informed about children's whereabouts as they move from area to area. All of this ensures children learn in a safe environment without restricting their development.

Effective monitoring by the manager of the educational programmes ensures that a varied range of experiences are planned and provided to help children make outstanding progress across the areas of learning. The passion, drive and commitment of the management team are clear to see and infectious across the whole staff team. Self-evaluation is an extremely strong feature of the setting, which enables the manager to evaluate the whole provision and identify areas for improvement that benefit children's experiences. A culture of reflection and evaluation is promoted and staff supervision and observation are used to effectively identify staff strengths and areas for development. This means that practice is continuously evolving and improving. Staff appraisals focus on staff's professional development to ensure they provide high-quality care and education for children. Staff attend regular training courses in order to improve this even further and shape their professional development. Regular team meetings and briefing letters to staff give them opportunities to reflect on practice and review how well they are working to meet children's needs and keep them safe. There is a clear improvement plan in place which leads to even better outcomes for children. Any changes are made with children's individual needs in mind, therefore, the group's capacity to improve is very positive.

There are effective partnerships with parents, local organisations and other early years providers. The manager and staff team are motivated to enhance practice through gathering the views of children and parents in order to identify areas for further improvement. They place great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. Staff have worked together to produce very informative display board for parents, children, staff and visitors. Parents' views are sought through discussion, completing questionnaires and documentation, such as children's achievement books. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the club. All children have the opportunity to attend the 'children's council' group and express their ideas, request additional resources and activities or any changes they would like in the club. Staff work in partnership with other professionals involved in promoting specific children's needs and have a very positive relationships with the host school. Children are familiar with some of the staff in the club because they also work in the school. This helps to support communication between the school and the club and further supports their future learning.

### **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
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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>	229016
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	854733
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	104
<b>Number of children on roll</b>	175
<b>Name of provider</b>	Wylde Cats Club Committee
<b>Date of previous inspection</b>	21/10/2010
<b>Telephone number</b>	0121 386 2366

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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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