

Wizzies Out of School Club

Kingsley Community Primary School & Nursery, Middle Lane, Kingsley, FRODSHAM, WA6 6TZ

Inspection date	15/12/2014
Previous inspection date	23/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Arrangements for safeguarding children are firmly embedded. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the club, including a robust e-safety procedure.
- Partnerships with parents are central to the provision. As a result, children's individual needs are quickly identified and effectively met.
- The key-person system is well embedded, enabling children to form very secure emotional attachments with staff, who skilfully support their play.
- The club's principals of fun and learning are endorsed well through a balance of child-initiated and adult-led activities, which are stimulating and challenging.
- Staff are good role models for children and provide clear guidance about what is acceptable behaviour. As a result, children's behaviour is excellent.

It is not yet outstanding because

- Partnerships with key people at the local schools are not maximised to support children's learning even further.

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 held a meeting with the owner.
- The inspector reviewed self-evaluation documents and policies.
- The inspector spoke to parents on the day of the inspection and took their views into account.
- The inspector reviewed systems for checking the suitability of staff.
- The inspector looked at staff's planning files and observed activities throughout the club.

Inspector

Janet Weston

Full report

Information about the setting

Wizzies Out of School Club registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately owned. It operates from two classrooms within Kingsley Community Primary School, Kingsley, Cheshire. There is a secure area available for outdoor play. The club operates Monday to Friday, from 7.30am to 9am and 3.15pm to 6pm, during term time. There is a holiday club that operates Monday to Friday, 7.30am to 6pm, except bank holidays and the week between Christmas and New Year. Currently, there are 62 children on roll, six of whom are within the early years age range. There are currently five members of staff working directly with the children, two of whom have an appropriate early years qualification at level 3. The club has established links with local schools.

What the setting needs to do to improve further

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

- establish more effective relationships with all schools that children attend, to further support all children's learning and development, and support a smooth transition to the club.

Inspection judgements

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

Children clearly enjoy themselves, are happy and have fun at this friendly club. Children in the early years age range have a key person who has a very good knowledge of their abilities and interests. Key persons also have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Staff monitor the progress of children in their group so that any gaps in learning are identified early and appropriate action is taken to secure support where appropriate. Children have access to an extensive range of resources that are age appropriate and meet their individual needs and interests. Children are able to develop their confidence, independence and the ability to make sensible choices with the range of activities available. For example, children can choose from decorating seasonal biscuits, building with blocks and engaging in creative play when they first arrive. Children enjoy well-planned themed activities, based round festivals, such as, Christmas, Easter or Chinese New Year, as well as taking part in community projects. Activities reflect children's interests and current events, for example, children celebrated the football World Cup and made scarecrows for the local community's summer competition. As a result, children learn about the world beyond the club. The quality of teaching is very good and children make good progress in their learning and development. Staff plan challenges to enhance children's learning and there are always books and mark making activities available to promote reading and writing. There is a strong emphasis on art and craft work, for

instance, the noticeboards display many colourful projects designed by the children, such as, a winter scene, holiday pictures, letters from royalty and birthday celebrations.

Children enjoy their time at the club and quickly settle into activities upon arrival. Staff collecting children from school greet them warmly and engage them in meaningful conversations. For example, children discuss their day at school and what they have been learning. However, staff have not yet fully established effective relationships with the host school, where children currently attend. Therefore, a consistent approach to learning and development is not fully promoted. All children are engaged throughout the session and are motivated to learn. Their independence is nurtured well, children learn to respect themselves and others, and they listen to adults and follow instructions. In addition, children show high levels of concentration while taking part in activities alongside their peers. For example, older children help younger children decorate biscuits, showing them how to make small dots for eyes and control the flow of liquid from icing tubes onto the biscuits. Children's enthusiasm for this activity is evident as they talk to staff about the biscuit they would like to decorate. Staff encourage children to write their names on their artwork. This motivates children and supports the development of their pencil control and early writing skills. Children are really proud of their art and craftwork, based around seasonal events, and show their creations to parents on collection. Staff place a big emphasis on children's personal, emotional and social development and, as a result, relationships are strong at all levels. Children of all ages play extremely well together and staff constantly interact with them, supporting their play and extending their learning.

Staff share information on a regular basis with parents about their children's time at the club. In addition to the daily verbal communication, there are settling-in visits and a wealth of information made available to parents. Parents are asked to provide details of their children's starting points, likes and dislikes, which enables staff to build on and complement the skills and knowledge that the children have already acquired. Consequently, staff really get to know the family and find out all about the child. As a result, good relationships are formed, parents are well informed about the club from the outset and staff have the information needed to best support children and to meet their individual needs.

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

Children demonstrate a high level of confidence and a strong sense of belonging while in the club. They have formed strong bonds with their key person and other staff. Children's transfer into the club is generally well planned and children receive very good support from their key persons. Children show that they feel safe and secure because they confidently select their chosen activities, become engaged in their play and chat happily to their friends. This supports them in developing trusting relationships with children and adults. As a result, children's self-esteem is significantly enhanced. Children, of all ages, attend from various schools. They play cooperatively and welcome each other into their games. Children share resources, take turns and confidently select from the good range of toys and equipment available to them. Children confidently interact with visitors, which demonstrate they feel safe and self-assured. For example, they discuss the care they give

to their pet tortoise and what he likes to eat. All children are extremely well behaved, respectful and considerate towards each other. Children have a designated quiet area should they wish to relax or play quietly, after a busy day at school. They comment how they really enjoy attending the club and say that the best things about the club are the activities on offer and seeing their friends.

Children demonstrate a secure knowledge of how to keep themselves safe. For instance, they know not to run inside the club to avoid accidental injury. Children are aware of stranger danger and behave in a responsible manner when walking from school. A good range of planned activities further contributes to keeping them safe, including evacuation practises that ensure children know how to proceed in an emergency, such as a fire. Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents. Children have access to a good range of clean, safe, accessible and age appropriate resources, which they treat with respect. For example, they tidy toys away when they have finished and children make sure staff are aware of any toys that get broken and could pose a potential hazard to their friends.

Children's health is effectively fostered by staff. Staff provide a very stimulating environment for children. The outdoor environment is well resourced with a wide range of good quality equipment and activities, which promote children's physical development and coordination. Staff are aware of children's individual dietary needs or any allergies through their discussions with parents when children first start. Furthermore, staff ensure they serve children healthy snacks, such as crumpets, vegetables, fruit and fresh water. Children are encouraged to serve their own snacks and drinks. This means they are supported to be as independent as possible. Children play in a clean environment and take part in good hygiene practices such as washing their hands before snack and clearing their plates away after they have eaten.

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

Management and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure understanding of the possible signs of abuse and know how to proceed should they have any concerns regarding the welfare of a child in their care. Furthermore, they have a good understanding of the procedures to follow regarding any allegations about the suitability of any adults within the club. In addition, management implements secure vetting and safe recruitment procedures to help ensure staff are suitable to work with children. New members of staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures, which underpin staff practice. These are reviewed on a regular basis and parents are made aware of them. Regular supervision meetings review staff's strengths and weaknesses in practice and identify any training needs. This means that staff's ongoing suitability is closely monitored. Excellent adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning.

Staff complete daily risk assessments to ensure children are safe while they play and explore. In addition, all staff members hold current paediatric first-aid certificates so they can quickly respond to any minor accidents. As a result, children are well protected from harm while attending the club. The management have effective ways of monitoring the performance of staff. They provide daily feedback to staff and have regular staff meetings. As a result, children are cared for and supported by a dedicated team who know their roles and responsibilities well. All staff are extremely committed and enthusiastic about ensuring children receive the highest quality care and learning. Management and staff evaluate the service they provide and ensure the views of children and parents are valued. For example, children suggest activities and resources they would like through wish lists. Regular parent questionnaires gain the views of parents on different aspects of the provision, for example, flexibility regarding sessions and the range of healthy snacks. Furthermore, staff regularly evaluate the activities and experiences they provide to ensure they positively affect children and support their learning and development.

Partnerships with parents are well established and comments during the inspection indicate that parents are happy with the club. Parents feel all staff are very approachable and make a 'fantastic' team. They also make positive comments about the range of activities provided for children and the welcoming, safe and homely environment. Furthermore, staff actively involve parents in children's learning through daily verbal feedback. A parents' noticeboard is displayed at the entrance to the club, to provide parents with key information. Partnerships with other professionals are generally good. There are some links with the host school as staff attend school meetings and events. In addition, staff have daily contact with the reception teacher. However, these links with key people are not yet fully embedded to ensure a consistent and complementary approach to children's learning and development is maximised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY359979
Local authority	Cheshire West and Chester
Inspection number	863619
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	62
Name of provider	Claire Louise Weedall
Date of previous inspection	23/08/2011
Telephone number	0770 9889373

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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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