

<b>Inspection date</b>	27 January 2015
Previous inspection date	11 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy a relaxed environment where they can play and unwind after a day in school. They have good relationships with staff, and show confidence in their interactions with each other and with adults.
- Children are encouraged to be independent and to develop everyday skills that will serve them well as they grow and develop. For example, children regularly help to prepare and cook their tea. This supports their mathematical learning and their understanding of a healthy diet.
- The staff team have good relationships with children's teachers. As a result, they share information about children well. This good communication also means that staff inform parents of anything relevant to their children's day in school, as well as their time at the club.
- Children's behaviour is very good. They understand expectations because they help to set and review the rules. Older children are considerate of their younger friends. For example, they patiently showed young children how to play on the games console and to manipulate the controls.
- The management team monitor the effectiveness of the setting well. There are strong systems of supervision and appraisal in place, resulting in a confident and knowledgeable staff team.

### It is not yet outstanding because:

- Staff encourage children to take part in planning activities, although younger children do not have enough opportunities to fully contribute.

## What the setting needs to do to improve further

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

- develop strategies to encourage younger children to be more active and imaginative participants in planning what they do.

### Inspection activities

- The inspector observed staff and children engaged in activities.
- The inspector had discussions with managers, staff and children, and looked at feedback from parents.
- The inspector sampled required documents, including safeguarding procedures.

### Inspector

Julie Neal

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children thoroughly enjoy their time at the club. Staff understand they have had a busy day at school, so the focus is about learning through play. Staff prepare one or two planned activities each day; however children are free to choose what they want to do. For example, staff had prepared an art and craft activity that some children were keen to take part in. Other children were not, and they quickly chose and settled to what they wanted to do. Children provide suggestions for future activities, and this is partially successful. However, suggestions mainly come from older children, and ideas can be repetitive. Communication between staff and children is very good. For example, children eagerly talked about a visit to their school from the fire service. Staff's good use of questions encouraged children to talk about what they had learned about keeping safe if there was a fire. Children talked about the purpose of protective clothing and why fire officers wear breathing masks. Staff monitor children's abilities using the Early Years Foundation Stage principles. For example, staff ask parents and children to complete 'All about me' forms. These provide information about what children like to do at home and at school. This means staff are able to organise activities and resources based on the abilities and interests of children attending.

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

Staff have good relationships with children and welcome them into the club with a drink and a snack. They enjoy lively and good-humoured discussions with staff about their day in school. Staff are good role models to children, and they support and encourage them well. For instance, when children talked about the bravery of fire officers, some felt they would never be that brave. Staff reassure them by explaining that few people are, but that everyone is brave sometimes. Children enjoy plenty of physical activity and make good use of the large outdoor spaces. For instance, children like to organise football tournaments and other ball games. Children attending the breakfast club eat a healthy meal before school. They enjoy a hearty tea after school, as many children are quite hungry by then.

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

Leadership and management in the setting is good. Staff have a thorough understanding of procedures to safeguard children and implement these well to protect them. There are robust recruitment processes that ensure staff are suitable for their role. Induction for new staff is thorough. For example, the new supervisor worked alongside her predecessor to familiarise herself with her responsibilities and so confident when taking over. Good self-evaluation and ongoing monitoring results in clear objectives for ongoing improvement.

## Setting details

<b>Unique reference number</b>	EY290573
<b>Local authority</b>	Somerset
<b>Inspection number</b>	843686
<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>	24
<b>Number of children on roll</b>	5
<b>Name of provider</b>	Salant Ltd T/A Butterflies Day Nurseries Ltd
<b>Date of previous inspection</b>	11 February 2010
<b>Telephone number</b>	07731 396178

Whizz Kids After School Club registered in 2004. It is run by a private company and operates from a classroom of St John and St Francis Primary School in Bridgwater, Somerset. The club is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The club is open each weekday during term time from 3.15pm to 5.30pm, and a breakfast club operates each morning from 8am to 9am. A holiday club runs during the Easter holidays and for four weeks in the summer holidays from 8am to 6pm. There are three members of staff working with children, all of whom have relevant level 3 qualifications.

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