

Whizz Kids - Pikemere School



Pikemere Road, Alsager, STOKE-ON-TRENT, Staffordshire, ST7 2SW

Inspection date	2 February 2015
Previous inspection date	9 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children choose from a good range of play resources, which are easily accessible to them. They are encouraged to follow their own interests and are well-supported by staff who join in play sensitively and promote children's ideas well.
- Staff create a welcoming learning environment, where children settle in well, have fun and make warm relationships with each other. This results in children feeling happy, safe and secure.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the building.
- Management demonstrate a strong commitment to continuous improvement through staff development, monitoring systems and self-evaluation. This is to ensure the best possible learning opportunities and outcomes for all children attending the club.
- Parents are welcomed by friendly staff who are approachable and available to talk to them about their children's time at the club on a daily basis. This ensures a good level of continuity in children's care and learning.

It is not yet outstanding because:

- Communication between staff and teachers from the host school is not fully focused on each individual child's learning needs.
- Observations of staff practice are not yet embedded in order to fully support the development of staff's teaching.

What the setting needs to do to improve further

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

- enhance partnerships with teachers from the host school, to work together to identify each individual child's learning needs, using this information to plan appropriate activities, which complement and enhance their learning in school
- build on the good quality of teaching, for example, by introducing a programme of peer observations, to focus more specifically on further enhancing the quality of teaching and the sharing of good practice.

Inspection activities

- The inspector observed a range of activities and spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the owner and the manager of the club.
- The inspector looked at children's assessment records and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Sharon Lea

Inspection findings

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

Children clearly enjoy themselves and are happy on arrival at this friendly club. They develop their confidence, as they are involved in daily group meetings; this enables the children to identify the resources or activities. As a result, they engage in play and learning, which complements their individual interests and preferences. Staff observe children during their play and use what they learn, to assess their progress and to plan appropriate activities. Teachers in the host school share current topics, which support children's learning in school. Club staff are not consistently working with teachers on shared targets for individual children to fully promote children's learning. All children are engaged throughout the session and are motivated to learn, as they are skilfully supported by staff. Children learn to respect themselves and others, listen to adults and follow instructions.

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

Children's emotional well-being is very well promoted and their individual needs are well met. Parents report of their children's happiness in the club, and their confidence in the quality of care their children receive. Children are encouraged to share with one another about the type of day they have had at school. This enables them to express their emotions and provides opportunities to share any aspect of their day which they need to discuss. Staff are effective role models. As a result, children are very sociable, polite and well behaved. This has a positive impact on their social skills with adults and their peers. Healthy snacks are provided and children are involved in contributing ideas for alternative foods. The club uses the schools extensive outdoor facilities, enabling children to exercise and develop their physical skills. Children are supported to develop independence, self-care skills and table manners. Staff involve children in practising fire evacuations, which helps children to learn about keeping themselves safe.

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

The club is effectively managed and leaders have a good understanding of the learning and development, and welfare requirements. Safe recruitment procedures are in place to ensure that staff are suitable to work with the children. New staff go through a thorough induction process, including familiarisation with the detailed policies and procedures in place. Staff are well deployed to ensure that children are supervised and ratios are well maintained at all times. This effectively supports the safety and security of all children. Risk assessments are in place to ensure that the environment and resources are safe for children. Procedures are in place to report and record any accidents or incidents. Managers are available at every session and weekly staff meetings provide opportunities for staff to discuss any issues which may arise. Staff are well supported through regular supervision sessions and training opportunities. However, managers have not fully considered all opportunities for staff to share their good practice to enhance on the overall good quality of teaching.

Setting details

Unique reference number	305433
Local authority	Cheshire East
Inspection number	1004044
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	86
Name of provider	Kirsten Forster & Susan Stanway Partnership
Date of previous inspection	9 January 2012
Telephone number	07890 748002

Whizz Kids was registered in 1998 and is privately owned and managed. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club offers before and after school care, Monday to Friday, during term time. Sessions are from 7.45am until 9am and 3pm until 6pm. Full day care is provided during school holidays from 7.45am until 6pm.

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