

Inspection date

1 April 2015

Previous inspection date

4 December 2008

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 are very keen to attend this club. They are cared for by staff who know them well, which makes them feel valued and safe.
- Staff make sure children are given healthy, well-balanced meals. During mealtimes staff provide opportunities for children to develop good social skills.
- The quality of teaching is good. Leaders support staff to extend and update their knowledge, qualifications and skills to enable them to enhance children's enjoyment in the club and to improve children's learning outcomes.
- Staff work closely with parents and keep them well informed about their child's time in the club. Parents feel their opinions are valued and are very happy with the care that their children receive in the club.
- Staff work well together and create a stimulating and welcoming environment where children can play, learn and relax. Children can see their creative work is valued as staff display this prominently in the club.
- Leaders and staff are fully committed to improving the club. The club's self-evaluation involves children, parents and staff, which enables leaders to successfully plan, prioritise and implement changes.

It is not yet outstanding because:

- Staff have not fully considered methods of how the club can share information more effectively with the host school to further support children's learning and development.
- Staff have not fully developed the range of outdoor play experiences in order to provide further opportunities to promote children's imaginative play. This does not always fully support children who learn better outside.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing information with the host school to promote a more cohesive approach to moving children forward in their learning
- review the organisation of the outside play environment to enable children to access a broader range of toys and resources to further extend their imaginative play and to help them further develop their ideas.

Inspection activities

- The inspector observed activities in all rooms and the outside areas.
- The inspector held meetings with the manager. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the club's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Karen Laycock

Inspection findings

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

Children are fully involved in the way this welcoming club is run. They have many opportunities to contribute their opinions and ideas. Consequently, this enables the enthusiastic staff to plan challenging and stimulating activities which are based on children's interests. Because of this, children are motivated and eager learners and fully engaged at all times. Children thoroughly enjoy their time outdoors and being physically active in the extensive and stimulating school grounds. They enjoy climbing and balancing on the adventure playground. This helps them to build their strength and fitness. Staff have identified that boys particularly enjoy outside play. Children make dens in the woods. They learn to take risks and keep themselves safe as they climb trees, under close supervision. This environment triggers children's imagination and they play cooperatively as they engage in their favourite game of 'spies'. Staff encourage children to create secret codes, which supports their critical thinking, communication and literacy skills. However, the provision of resources to further extend children's imaginative play outside has not been fully explored. This means that children's opportunities to further develop their thoughts and ideas are not always fully promoted. Children relax in the cosy, quiet area with easily accessible books, linked to their current interests. This promotes their early literacy skills.

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

Children thoroughly enjoy their time in this club. They lead their own activities and some routines. This builds their confidence and promotes their independence. Children know the rules of the club and discuss the importance of these. Younger children are keen to join in activities. They are welcomed by their older peers, who model good behaviour. Consequently, behaviour throughout is good. Children have good manners. They are polite to each other, the staff and visitors. Children wash their hands at appropriate times during the session. Fresh drinking water is available at all times. This, along with daily exercise and fresh air, supports children to learn about healthy lifestyles. Children enthusiastically talk about how much they enjoy attending the club. They comment 'We have a great time', 'I love playing in the woods' and 'The staff are really cool'.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. There are robust procedures for recruitment and vetting in order to check that staff are suitable to work with children. Children are safeguarded well. Staff know what to do if they have concerns about a child's welfare. The manager monitors staff performance through regular supervision and peer review. Staff use effective systems to observe, assess and monitor children's progress. Staff promote the prime areas of learning well. However, leaders have not fully implemented an effective two-way flow of information with the host school regarding children's learning priorities. This does not fully promote a consistent approach to support children's development.

Setting details

Unique reference number	305434
Local authority	Cheshire East
Inspection number	867597
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	37
Name of provider	Kirsten Forster & Susan Stanway Partnership
Date of previous inspection	4 December 2008
Telephone number	01270 872209

Whizz Kids out-of-school club was registered in 1994. The club employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The club opens from 7.45am until 9am and 3pm until 6pm, Monday to Friday, during term time.

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