

# Wizzkids Farnworth

Farnworth C of E Primary School, Pit Lane, WIDNES, Cheshire, WA8 9HS

<b>Inspection date</b>	24/06/2013
Previous inspection date	11/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The relationships between staff and children are very good. Staff are warm and responsive and so children feel secure and their needs are very well met.
- The outdoor environment offers exciting and challenging play opportunities. Children develop good physical skills as a result and are keen explorers.
- Staff offer planned activities to complement the current school themes. This means they are effective in consolidating children's learning.
- Children have lots of opportunities to be creative. They make models and pictures and put on talent and puppet shows.
- Children are happy, engaged and well behaved. Parents are very happy with the activities on offer and the flexibility the club offers.

### It is not yet outstanding because

- There is scope to develop the very good levels of independence children display even further, by encouraging them to serve themselves at snack times.
- Children's thoughts and ideas are not always recorded and reviewed as well as possible. This means consultation with children and their developing thinking skills are sometimes not as well developed as possible.

## 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 observed staff and children engaged in activities in the main hall and in the outdoor play area.
- The inspector looked at observations of children's learning and children's enrolment forms.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector examined a sample of health and safety and recruitment documentation.

## Inspector

Valerie Aspinall

## Full Report

### Information about the setting

Whizzkids Farnworth was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2010. It is privately owned and operates from within Farnworth Church of England Primary School, Widnes. Children use the reception classroom and the school hall and enclosed areas are available for outdoor play. The club serves children who attend the school.

The club employs three appropriately qualified members of staff to work with the children. There are currently 75 children attending, including nine who are within the early years age group. It supports a number of children who have special educational needs and/or disabilities. The setting opens Monday to Friday, during school term time. Sessions are from 7.30am until 9am and 3pm to 6pm. Children attend for a variety of sessions. They receive support from Halton Metropolitan Borough Council and are members of 4 Children.

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

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

- develop consultation and conversation with children even further by recording their discussions so that they can later review their ideas
- offer children even more opportunities to be independent, for example, by encouraging them to help prepare the snack and then serve themselves.

### Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning and development. The stimulating environment gives all children the opportunity to make expected progress towards the early learning goals. An effective settling in procedure includes staff discussing children's interests and capabilities with parents. Consequently, they can provide experiences which offer appropriate challenge to children and build on their current achievements. Staff effectively evaluate activities to inform future planning, which ensures children's individual needs and interests are met well.

Staff provide a variety of well planned and spontaneous experiences to promote children's growing understanding of the natural world. For example, they explore the pond, looking

at the difference between tadpoles and young frogs and grow flowers in pots to take home. Staff celebrate a range of festivals with children that represent their own and other cultures, such as Christmas, Chinese New Year and St David's Day. This effectively raises children's awareness of different traditions and beliefs. Children are supported in using counting and numbers in everyday play situations. For example, they count how many times they can twirl the hoola hoops and how many cups are stacked up to make a pyramid. Children's creativity is very effectively nurtured. For example, they enjoy making animals they have seen at the zoo using patterned paper, googly eyes and glue and turn the twigs they have found into miniature gardens, with small stones and leaves. Consequently, they can express themselves freely and use their imaginations well. In addition, there are photographs displayed of children, playing in water, sand and making puppets, showing the range of activities in which children engage. Staff take account of children's interests by providing additional resources, which helps to develop their vocabulary and their self-esteem. For example, children who enjoy dinosaurs are provided with small figures and reference books. As a result, they confidently describe dinosaurs and say 'diplodocus is one of the longest land animals'. Children's language skills are well promoted as staff engage them in meaningful conversations during activities. However, their developing thinking skills are sometimes not as well developed as possible because their ideas are not recorded and reviewed.

Friendly partnerships have been developed with parents. The key person assigned to their child speaks to them on a daily basis and describes the interesting activities they have been involved in. Children have individual files, which include observations and examples of their artwork linked to the areas of learning. These are shared with parents, which enhances their understanding of the Early Years Foundation Stage. Staff complement the current school themes by offering well thought out activities and also support children who want to do their homework. Consequently, the partnership between the school, the club and parents effectively supports children's learning. Staff sensitively prepare children for the move from nursery to school by offering taster sessions and hosting a play session, while new parents attend a parents' evening in the school. This results in a smooth transition for children.

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

Children initially visit the setting with their parents and then are offered taster sessions to help them settle in. Parents complete an 'All about me' sheet, detailing children likes, dislikes and unique needs. This ensures children are well supported during the transition into the setting. The key person system is very effectively implemented. Consequently, children feel a strong sense of belonging and have built secure attachments. Children are happy and confident as a result of staff's praise and support. Staff demonstrate a consistent, calm and positive attitude to managing children's behaviour. They work with parents when necessary to ensure a consistent approach is adopted. Consequently, children behave well, they are polite and considerate of each other, taking turns and cooperating well in their activities.

Children enjoy outdoor activities and become self-assured as they learn to manage risk by carefully using the large play equipment. Staff enthusiastically promote children's enjoyment of exercise in order to maintain their good health. The setting supports all children's care needs well and provides a welcoming, inclusive environment. Some staff have received specific training to support children with special educational needs and/or disabilities so that their needs are well met and they can fully participate in the activities on offer. The well-established partnership with the school supports children successfully during times of transition and provides them with good consistency in their care.

A wide range of resources are available for children to use. Staff have thought carefully about how to promote children's free choice and independence, time and space is organised well to enable children to gain the most from the activities provided. Staff provide healthy snacks, such as crackers and cheese, and also provide a selection of fresh fruit and water or juice to drink. Children manage their personal care well, as they independently wash their hands before tea and after using the toilet. However, children's independence is not always promoted as well as possible as they do not help to prepare snacks and serve themselves food.

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

Staff have good knowledge and understanding of how to keep children safe from harm. They can discuss the signs and symptoms of abuse and the course of action they would follow if they had any concerns regarding children's welfare. The manager has attended safeguarding training. All staff have enhanced vetting and barring disclosures and are suitable to work with children. This, together with the daily risk assessments of the premises, means that children are kept safe while attending the club.

The staff group is well established and all the staff work hard to provide good quality care and learning opportunities. Activities are monitored to ensure they meet the needs and interests of the children. They are planned to support the development of those in the early years age group. All the staff are experienced carers, and have excellent relationships with the children. Staff work closely with teachers within the school to support children.

The small staff team discuss their plans and share any concerns on a daily basis, as they set up the activities before children arrive. They meet with staff from other clubs in the company to share ideas and good practice. The manager monitors staff performance informally through discussion and observation of practice.

Children are consulted through discussions when older children actively lead the group session. Parents are consulted on a regular basis to ensure their needs and views are included in the self-evaluation. They make very positive comments about the care their children receive. Those spoken to during the inspection are very confident their children are safe and comfortable in the out of school club. The children themselves are very happy, say they like the activities provided, and think the staff are good.

### **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
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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY413736
<b>Local authority</b>	Halton
<b>Inspection number</b>	875512
<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>	60
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Joanna Louise Downing
<b>Date of previous inspection</b>	11/07/2011
<b>Telephone number</b>	0151 4243042

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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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