

Inspection date

17 June 2016

Previous inspection date

12 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not carry out individual supervisions of staff to provide ongoing support and to further enhance their existing knowledge and skills.
- The environment is not set up in a stimulating and exciting way. Areas and resources used by children are not well organised. Children are not able to relax after their day at school or make full choices about what to play with.
- Staff do not involve all children in contributing their ideas and suggestions towards the planning and organisation of activities that are offered in the club.

It has the following strengths

- Children are happy and settled at the club. They build positive relationships with staff and other children. Staff get to know children well and interact positively with them.
- Staff have supportive relationships with parents. Parents speak highly of the staff. They feel that their children are happy and safe while they are at the club.
- Staff communicate regularly with the school. This enables staff to exchange regular information to support continuity in children's learning and welfare.
- Children demonstrate good behaviour and staff are effective role models. They encourage children to be kind and play cooperatively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ implement regular staff supervisions and provide them with appropriate support and guidance to meet their individual professional development needs and raise the quality of provision. | 15/07/2016 |
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To further improve the quality of the early years provision the provider should:

- improve the organisation of the environment and widen the range of accessible resources, so children can make choices to lead their own play or relax after their school day
- provide more opportunities for children to consistently contribute their thoughts and suggestions towards the planning of the activities in the club.

Inspection activities

- The inspector observed the quality of activities indoors and outdoors and assessed the impact this has on children's achievements.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the club's self-evaluation.
- The inspector held meetings with the manager throughout the inspection.
- The inspector took into account the views of parents, children and staff spoken to on the day.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have an understanding of child protection procedures and know what to do should they have any concerns about the welfare of a child in their care. There are suitable systems in place to monitor children's attendance and staff liaise with the school staff should they have any concerns. The manager identifies the strengths and weaknesses of the setting and involves parents and children in the process. The manager and the staff team are qualified. Staff have attended all mandatory training, such as paediatric first aid and safeguarding, as part of their role. However, the manager does not carry out individual supervisions of staff, in order for them to improve their existing knowledge and skills.

Quality of teaching, learning and assessment requires improvement

All staff have a satisfactory understanding of how children play. Children enjoy attending the club. They talk in confidence about what they like to do during their time in the club. Staff know the children's interests and use this information to plan some appropriate activities. Furthermore, staff encourage some children to share their ideas about the types of activities they would like to see happening in the club. However, this is not consistent and not all children are involved in this process. Consequently, activities are not always planned around all children's changing interests and ideas. Older children support and interact with younger children well. Older children cheer and encourage the younger children to persevere and keep trying to succeed in activities. Staff have appropriate interactions with the children. They provide clear instructions to children, which they understand and follow well. Staff play alongside children, offer guidance and effectively foster children's speaking and listening skills as they encourage them to talk to each other.

Personal development, behaviour and welfare require improvement

Children are emotionally well supported to make the move between home, the club and school. Staff make and follow suitable plans to support individual children who find the transitions difficult. The key-person system is effective. Staff collect essential information about the children from parents, such as allergies or medical needs. Staff understand the need to recognise children's achievements and provide praise to help build their self-esteem and confidence. Children enjoy playing outdoors, where they benefit from suitable physical activities. Children are encouraged to be independent and develop their self-help skills during everyday routines. Children learn about healthy lifestyles by eating healthy snacks and they spend time outdoors in the fresh air. Staff provide opportunities for children to reflect on the similarities and differences of people within their local community. The environment that the children play in is safe and they are able to move around freely. However, staff do not organise the space in the environment effectively. For example, there are no defined areas where children can relax if they wish and they are not always able to select their own resources to lead their own play.

Setting details

Unique reference number	EY402780
Local authority	Wirral
Inspection number	1041463
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	16
Number of children on roll	45
Name of registered person	Whizz Kids Committee
Registered person unique reference number	RP529405
Date of previous inspection	12 November 2012
Telephone number	01516774788

Whizz Kids was registered in 2009. It is managed by a committee and operates from Woodchurch Church of England Aided Primary School. The club employs six members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The club opens from 7.50am to 8.50am and 3.20pm to 5pm, Monday to Friday, during term time only. A holiday club operates during school holidays from 9am to 4pm, Monday to Friday.

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