

# The Wacky Club

Great & Little Shelford C of E Primary School, Church Street, Great Shelford,  
CAMBRIDGE, CB22 5EL



<b>Inspection date</b>	22 November 2016
Previous inspection date	23 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff work effectively as a team. They meet regularly with the directors, committee, parents and staff from the main school. This enables all adults to share relevant information about each child. Children's individual needs are met and they enjoy consistency of care when moving between the school and the after-school club.
- Reflective practice by the manager and staff helps to secure continuous development. All adults work closely together to identify and address areas that can be improved. They are proactive in seeking suggestions from children and parents, adapting practice, where possible, to meet their needs.
- Staff plan exciting play to capture children's imagination. First-hand exploration is encouraged and children enjoy discussing what they are doing and what they want to do next. Their ideas are transformed by staff into practical experiences. For example, while discovering aspects of the human body, the children enjoy dissecting offal to find out how their heart works.
- Children's behaviour is very good. They show kindness to each other as they include younger children in their games and friendship groups. Staff provide a positive environment where children enjoy plenty of praise and help to set clear boundaries.
- Children are excited as they arrive at the club following the school day. They move around freely and make independent decisions about what they want to play with. Children speak highly of the members of staff and make it known that they feel safe and listened to.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to help children explore the similarities and differences of each other's backgrounds and customs.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to discover more about each other's home cultures to promote positive attitudes to diversity.

### Inspection activities

- The inspector observed the quality of activities indoors and assessed the impact these have on children's play and relaxation.
- The inspector completed a joint evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager. She looked at relevant documentation, including evidence of the suitability of staff working with children and how the manager, staff, directors and committee reflect on practice.
- The inspector took account of the views and opinions of parents through feedback discussions held during the inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The directors, management committee and manager take lead roles relating to the coordination of child protection issues. All staff are trained to identify concerns and report them, without delay, in order to protect children's welfare. The staff identify potential risks inside and outside so that children play within a safe and secure environment. They encourage children to undertake their own risk assessments before beginning a new activity. This helps children to become aware of their surroundings and take aspects of these into consideration in order to stay safe. Safer recruitment practice is robust to ensure staff are suitable to work with children. There is a thorough induction programme which provides new staff with clear expectations for their ongoing practice. Regular supervision meetings, along with annual appraisals, help to support staff development. A club council has been organised to make sure that children's voices are heard as part of the planning and reflective review processes.

### Quality of teaching, learning and assessment is good

Children enjoy a wide range of fun, play opportunities. They join in team games, become creative while designing and making various themed displays and explore their creative ideas. For example, they fold paper and make cuts to create various shaped snowflakes. Staff support play by talking with the children and learning about their changing interests. They take time to plan activities that build and extend the skills the children learn in school. Children increase competence in hand-to-eye coordination as they use single handed tools or use larger play equipment outside. They practise listening to others as they join in conversations, negotiating what games to play and when. Staff know all the children in their care very well. They are quick to identify if something is worrying them and equally quick to find a solution so they can continue playing and making the most of their free time within the club.

### Personal development, behaviour and welfare are good

All children across the various age ranges show kindness and consideration to each other. There is a real spirit of togetherness as they play in harmony together. Children know how to play on their own or as part of a group. Attention to promoting physical dexterity helps the children with personal tasks, such as putting on their own coats and shoes or seeing to their personal hygiene needs. Staff encourage the children to learn about foods that are good for them and those that are not so good. With this knowledge, the children help to prepare snack menus to enjoy balanced nutrition to help them grow.

## Setting details

<b>Unique reference number</b>	EY446938
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1060227
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 13
<b>Total number of places</b>	40
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	The Wacky After School and Holiday Club
<b>Registered person unique reference number</b>	RP531625
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	07885 035 033

The Wacky Club was registered in 2012. The setting opens during term time from Monday to Friday between 3.15pm and 6pm. It also operates a holiday club during the school holidays from 8am until 6pm. The management committee employ three full-time members of staff and two bank members of staff. One holds an appropriate early years qualifications at level 3.

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