

# Whizz Kids Childcare

Westoe Road Baptist Church, Romilly Street, South Shields, NE33 2SP



<b>Inspection date</b>	4 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership is inspirational. The management team demonstrates an uncompromising commitment towards achieving excellence in all areas. The systems for self-evaluation are highly reflective and continuous, reviewing all areas of practice to identify better and more-successful ways of working.
- Exceptionally knowledgeable and well-qualified staff inspire children with an outstanding range of learning opportunities. They give them time to play and astutely plan slightly more-challenging ways to develop their ideas. Outcomes for children are consistently high in relation to children's starting points.
- Staff build excellent links with parents. They gain in-depth information during home visits before children start to ensure children's needs are fully met. Staff provide activities for parents to complete with their children at home and parents regularly contribute their own observations. They meet regularly with staff to review children's learning and progress.
- The emotional security, confidence and high level of well-being that children show are exceptional. Highly effective settling-in procedures help children to settle quickly and to develop close relationships with staff and other children.
- The manager and staff accurately monitor children's development to highlight any areas where they might need extra support. They quickly help them to catch up if needed. The deputy manager also looks at different groups of children to see if the setting can make improvements to support those particular children.

## What the setting needs to do to improve further

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

- continue to improve the excellent systems for monitoring staff performance.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childcare manager.
- The inspector held a meeting with the childcare manager. She looked at relevant documentation, and evidence of the suitability of staff working in the childcare. The inspector also discussed the setting's self-evaluation.
- The inspector spoke to a small group of parents and carers during the inspection and took account of their views.

### Inspector

Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The staff have an excellent understanding of how to protect children from harm. They know how to identify and report their concerns about children to keep them safe. The manager places a strong emphasis on continued professional development. Staff regularly attend training courses that promote their expert skills and knowledge to the fullest potential. Evaluations of staff's teaching practice take place through the manager observing staff, and supervisions are given the utmost priority. The manager is now considering how staff can continue to enrich their professional development to learn as much as possible from each other in order to further benefit children. Parents are very eager to share highly positive feedback about the childcare. They readily say that staff are excellent and committed to supporting children and families exceptionally well.

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

Children eagerly participate in a wide and exciting range of well planned and freely chosen learning opportunities. They guide much of their learning themselves. For example, children plan what activities they would like to do on arrival. Staff proficiently follow children's lead and facilitate their ideas and suggestions excellently. For example, they ask children about different sizes of resources during their imaginative play. Number is introduced at every opportunity. During snack staff ask how many children there are and how many snowmen are left during singing a rhyme. Staff provide exceptionally well-tailored support and challenge for children who have special educational needs or disabilities. They work closely with other professionals and develop individual educational plans. This helps children to make rapid progress. Staff sensitively offer parents support through stay-and-play sessions.

### Personal development, behaviour and welfare are outstanding

Staff provide plenty of praise for effort and this sustains children's sense of achievement significantly. Behaviour is exemplary throughout the setting. Children learn why they need to respect each other and take turns. They benefit from daily fresh air and exercise as they play in the outdoor area with a stimulating range of equipment. Children show great excitement as they blow bubbles and dig in the soil to find a dinosaur. Children learn about their own safety and learn to manage risk highly effectively. For example, they discuss how to walk up and down the stairs safely. Children develop an excellent understanding of the importance of good health and hygiene. They understand the daily routines and the importance of washing their hands before snack because of germs.

### Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage in their learning. All children make excellent progress. For those children whose starting points are lower, gaps in attainment are closing rapidly. Staff teach children to gain independence in readiness for school. During snack time, children learn how to pour their own drinks. Practical examples from staff help them to put on their own coats with minimal assistance. Children's ability to listen, maintain attention and follow instructions are developing very well.

## Setting details

<b>Unique reference number</b>	EY487934
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	1010057
<b>Type of provision</b>	Full-time 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>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Whizz Kids Childcare Limited
<b>Registered person unique reference number</b>	RP534498
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914279359

Whizz Kids Childcare was registered in 2015. The childcare employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The childcare opens from Monday to Friday during term time. Sessions are from 9.30am until 12.30pm. Out-of-school care is open from 3.15pm until 6pm. During school summer holidays it is open from 8am until 6pm. The childcare provides funded early education for two-, three- and four-year-old children. The childcare supports children who have special educational needs or disabilities.

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