

Energy Kidz Out Of School Club - Wheatfield



Wheatfield Primary School, Woodward Close, Wokingham, RG41 5UU

Inspection date	27 September 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnership with the host school is good. The staff and teachers share information well to help ensure children receive good levels of continuity in their experiences. Children have many opportunities to consolidate on the skills they gain at school.
- Children thoroughly enjoy playing outside. They have frequent opportunities to enjoy fresh air and energetic games, such as playing football and skittles.
- Staff consistently support children to learn how to keep themselves safe. They talk to them during play so that they understand what they are doing may not be appropriate.
- The management team makes good use of action plans to highlight and focus areas of improvement to enhance children's enjoyment of the club.

It is not yet outstanding because:

- At times, staff miss opportunities to support children's understanding of healthy eating and the importance of remaining hydrated, such as drinking water regularly.
- On occasions, staff do not consistently manage children's behaviour to help them to learn what the expectations are of them, during large-group activities and routines of the club.

What the setting needs to do to improve further

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

- extend the support for children to understand how to make healthy choices
- build on assessments of staff practice to focus more sharply on raising the quality of their interactions with children to an even higher level.

Inspection activities

- The inspector observed the quality of staff interactions during activities and assessed the impact this has on children's developing skills.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the club manager and provider. The inspector looked at relevant documentation and evidence of the suitability of staff working at the club.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a very clear understanding of the signs and symptoms of abuse. They know how to refer concerns about a child's welfare to the relevant authorities. The management team uses effective systems to monitor staff suitability to be able to work at the club, as well as checking this on an ongoing basis. Recruitment processes are robust and new staff receive an induction period to help ensure they are aware of their roles and responsibilities. Staff take part in training opportunities which has, overall, a positive impact on the experiences of the children. For example, improvements have been made to the variety of resources available and how staff use them effectively to complement what children are learning elsewhere. The staff team is vigilant in ensuring children's safety. For example, it completes a thorough risk assessment inside, and in the outside play area, and conducts regular head counts. Staff use an intercom device when outside with the children to enable them to remain contactable at all times. Parents receive good information about their children's time spent in the club.

Quality of teaching, learning and assessment is good

Children absorb themselves in their play. Staff provide a wide range of interesting and challenging experiences that children thoroughly enjoy after a busy day at school. Children eagerly explore new resources, such as the hairdressing role-play area where they invite their friends and staff to take turns at being the hairdresser and client. Staff listen carefully and skilfully ask questions that encourage lively discussions. Children have many opportunities to create and build. For example, a group of children build models out of bricks, while others make food out of dough.

Personal development, behaviour and welfare are good

Children arrive at the club motivated, eager to play and ready to have fun. Their relationships with each other and the staff are happy and friendly. Staff are sensitive to children's individual needs and provide high levels of support for children to comfort and reassure them if they are new to the club. Children confidently attend to their own personal care needs, such as going to the toilet or putting on their coats ready to go outside. Staff act as good role models and, overall, children's behaviour is good. Staff provide children with a range of healthy snacks. Children serve themselves and use utensils competently, such as when they use knives to butter their wraps. This develops on their skills of independence well.

Setting details

Unique reference number	EY492385
Local authority	Wokingham
Inspection number	1025125
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 - 8
Total number of places	32
Number of children on roll	30
Name of registered person	Energy Kidz Ltd
Registered person unique reference number	RP901001
Date of previous inspection	Not applicable
Telephone number	07824157220

Energy Kidz Out of School Club operates at Wheatfield Primary School in Wokingham, Berkshire, and registered in 2015. It is one of many out-of-school provisions run by Energy Kidz Ltd. The provision runs a breakfast club from 7.30am to 9am, and an after-school club from 3.30pm to 6pm, on Monday to Friday during term time. The provision employs three staff and further staff as needed to meet children's individual needs.

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