

Wizzies Out of School Club

Kingsley Community Primary School & Nursery, Middle Lane, Kingsley, FRODSHAM,
WA6 6TZ



Inspection date

Previous inspection date

27 April 2018

15 December 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| 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:

- Processes for recruiting new staff are not thorough enough. Records for some staff to evidence vetting processes are not available for inspection. However, all staff have been subject to Disclosure and Barring Service checks to ensure their suitability to care for children.
- Managers do not fully implement their procedures for responding to concerns and complaints from parents. Specifically, they do not keep a written record of complaints and their outcome or investigate complaints in a timely and appropriate manner.
- Systems for self-evaluation are not used effectively enough to drive improvement. For example, since the last inspection, the provider has failed to act upon the previous recommendation to establish effective relationships with schools that children attend.

It has the following strengths

- Staff support children's language development effectively through enjoyable activities. They engage children in plenty of conversations about what they are doing and encourage them to share their opinions.
- Staff provide a warm, welcoming environment. Children have access to a suitable range of resources and make independent choices in their play.
- Children's behaviour is good. Staff give clear guidance about expected behaviour. Children develop secure friendships. They share, take turns and genuinely enjoy each other's company.

What the setting needs to do to improve further

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

| | Due Date |
|---|------------|
| ■ ensure that records that evidence processes for recruiting new staff are available for inspection and that safe recruitment procedures are followed effectively | 29/06/2018 |
| ■ ensure that a written record is maintained of all complaints received and their outcome, and that records are made available at inspection. | 29/06/2018 |

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

- implement robust systems for reflection on practice, to help bring about continuous improvement in the quality of the club
- improve information sharing and partnership working with the host school.

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the club managers. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers and staff demonstrate a secure knowledge of safeguarding to help protect children in their care. Managers carry out ongoing suitability checks for staff and generally support them well during supervision meetings. However, records to demonstrate the effectiveness of the recruitment processes are not available for inspection. Consequently, managers are not able to demonstrate that they follow safe recruitment processes to ensure the suitability of staff. However, all staff have the required Disclosure and Barring Service checks in place. Therefore, the impact on children's welfare is not significant. Risk assessments are successfully implemented by staff and they make children aware of any risks and dangers around them. This helps to ensure children are provided with a safe and secure environment. Information about children's care and learning is, generally shared well with parents. However, managers do not respond appropriately to complaints from parents. They do not meet the requirement to keep a written record of complaints received and the outcome of any investigation into the complaint. Parents' views are sought as part of the ongoing self-evaluation process and areas for improvement are identified. However, action taken is not robust or effective enough to drive changes forward and raise the quality of the club to a good enough level.

Quality of teaching, learning and assessment requires improvement

Staff play well alongside children, encouraging them to collaborate and consider each other's views. For example, older children are encouraged to teach younger children the rules of their card games so that they can join in. They enjoy the responsibility of guiding their younger peers who feel valued and included. An effective key-person system generally supports the youngest children well. Staff use their discussions with children to help them plan activities that ignite their interests. However, information sharing with the host school is not established, which limits how well the club can provide continuity in learning for children. Children gain a sense of responsibility as they take turns to care of the pet tortoise. Staff support children to learn about the features of living things. For example, they talk to children about the appearance of the tortoise, such as its hard shell and scales, and remind them to check it has enough water to drink.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management have the potential to impact on children's welfare. Children settle well and parents share information about their child's likes and dislikes. This enables staff to meet children's emotional needs from the outset. Children's attitudes about the club are positive, they say that they enjoy playing with their friends and having fun. Children's good health is promoted. They have daily opportunities for physical exercise and follow appropriate hygiene routines. Staff support children to learn how to keep themselves safe and children tell staff when they go to the bathroom.

Setting details

| | |
|--|---|
| Unique reference number | EY359979 |
| Local authority | Cheshire West and Chester |
| Inspection number | 1104649 |
| 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 | 3 - 11 |
| Total number of places | 30 |
| Number of children on roll | 6 |
| Name of registered person | Claire Louise Weedall |
| Registered person unique reference number | RP513619 |
| Date of previous inspection | 15 December 2014 |
| Telephone number | 0770 9889373 |

Wizzies Out of School Club registered in 2007. The club employs five members of childcare staff. Of these, three hold appropriate playwork qualifications at level 3. The club is open for 50 weeks a year, from Monday to Friday. It opens from 7.30am to 9am and from 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays.

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