

# Wick Out of School Club and Holiday Play Scheme

Wick C of E Primary School, Church Road, Wick, Bristol, BS30 5PD



## Inspection date

29 May 2018

Previous inspection date

3 December 2015

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		Good	2
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:

- Leaders do not fully understand their legal responsibilities. They have failed to ensure that all committee members follow vetting procedures, and have not notified Ofsted of all changes to the committee so that Ofsted can complete the necessary checks.
- At times, staff do not make the most of the available resources and opportunities to help children make effective use of their skills and knowledge in a practical context.
- Leaders do not use self-evaluation effectively to identify weaknesses in practice and support continuous development of the provision.

### It has the following strengths

- Staff demonstrate a good understanding of how children learn. They observe children to ensure that they know and can support their individual needs, taking notice of their interests and preferences. They plan a variety of stimulating activities that engages children of all ages and overall helps them to develop their skills.
- Staff are kind, caring and welcoming and new children settle quickly. Children have fun, and enjoy the social aspects of the club. They confidently explore new activities, taking turns with others and making friends.
- Staff have friendly relationships with parents and beneficial links with the school. They work to complement children's experiences elsewhere and offer a consistent approach.

## What the setting needs to do to improve further

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

### Due Date

- ensure there are robust procedures in place for committee members to follow the appropriate vetting processes, including the Disclosure and Barring Service check, and for Ofsted to carry out the necessary suitability checks. 26/06/2018

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

- make the most of opportunities to help children to build on their skills in a practical context
- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of committee and staff practice.

## Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the committee chairperson and manager of the club. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at the planning documentation, the club's risk assessments, evidence of the self-evaluation processes and a range of other documentation.
- The inspector checked evidence of suitability of the staff and committee members and qualifications of staff working within the club.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

## Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff undertake daily checks of the indoor and outside areas to ensure that children play in safety. They are vigilant about security measures and aware of how to report any safeguarding concerns. However, leaders have not ensured all committee members have undertaken Disclosure and Barring Service checks and completed the process for Ofsted to carry out the necessary suitability checks. The impact on children is minimised as they are not left unsupervised with adults whose suitability has not been checked. The manager monitors and supervises staff. She evaluates the activities and the provision they provide. Targeted training builds staff knowledge to ensure they can provide well for children's individual needs, such as those with complex health requirements. However, self-evaluation has failed to identify weak aspects of management practice.

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

Staff are responsive and attentive to the choices children make during their play. They pick up on children's spontaneous exploration and support their ideas well. For example, younger children experiment with chalks outside. Staff get down to the children's level and draw alongside them. This inspires the rest of the group to join them. Staff ask probing questions to encourage children to talk about their plans and designs. Children make wonderfully colourful drawings and add words to label and name their creations. They work for some time and cover nearly the whole of the school playground. At other times, staff notice children trying out equipment in the playground. They help children with a timed obstacle race and offer lots of praise and encouragement. Children excitedly challenge themselves and each other, having lots of fun and developing their physical skills well. Staff help younger children to compare numbers and times and work out who is the fastest.

### Personal development, behaviour and welfare require improvement

Children are developing an awareness of others and the boundaries that are in place for safety. They play and work well together, with their friends and as a group. However, weaknesses in the vetting process for members of the committee do not fully assure children's welfare. Nonetheless, staff involve children in routine tasks to help build their sense of responsibility, such as tidying away resources and setting up for snack. Children have lots of opportunities to develop healthy lifestyles. For example, they learn where different fruit comes from as they help cut up the fruit for snack. Staff work with outside professionals to offer children interesting activities that develop their physical skills, such as yoga and swimming sessions. However, staff sometimes do not make the most of opportunities to help children effectively use their skills in a practical context. For example, although they have recipes available during cooking activities, they do not refer to these.

## Setting details

<b>Unique reference number</b>	EY248600
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1128658
<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 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Wick Out of School Club and Holiday Play Scheme Committee
<b>Registered person unique reference number</b>	RP521082
<b>Date of previous inspection</b>	3 December 2015
<b>Telephone number</b>	0117 937 2399

Wick Out of School Club and Holiday Play Scheme registered in 2002. The club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The club opens from Monday to Friday from 3.15pm until 5.45pm during school term time only. In the school holidays it operates on Tuesdays, Wednesdays and Thursdays from 8am until 5.45pm.

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