

Whizz Kids

Inspection report for early years provision

Unique reference number 305436
Inspection date 22/06/2009
Inspector Jennifer Lawrence

Setting address Cranberry Lane School, Cranberry Lane, Alsager, Stoke-on-Trent, ST7 2LE

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Whizz Kids After School Club is privately owned. This club operates within the grounds of Cranberry Lane Infant and Junior Schools. The premises are a purpose built single storey mobile building, consisting of two large rooms, small computer room, toilets, kitchen and office area. The club has use of the school's outdoor play area. The group was registered in 1997 and can accommodate 48 children aged from three years of age. It currently has 72 children on roll. There are four staff, of whom two hold a National Vocational Qualification (NVQ) level 3 and two staff who are currently undergoing level 3 training. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are treated as individuals and excellent attention is given to promoting the personal development of the children. As a result, they respect each other's needs and their behaviour is exemplary. Children with learning difficulties and/or disabilities are well planned for so their needs can be fully met. The setting continuously evaluates its provision through weekly staff meetings and as a result Whizz Kids meets the needs of its children exceptionally well. In order to maintain this high standard and improve the provision, staff are to develop the professional relationship with the school further so as to share best practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the relationship with the school further in order that best practice can be discussed to further enhance the provision.

The leadership and management of the early years provision

The expertise and enthusiasm of the leadership team has ensured that this setting is outstanding. It has achieved this by constantly reviewing its practice, consulting with children and parents, and developing a very caring staff. Self-evaluation is good and ensures the setting continues to improve at a very good rate. The team ensures that this provision has children at the heart of its philosophy. For example, in order to improve particular skills of the children, adults provide opportunities for them to organise and produce concerts at which the children perform and act as judges. As a result, children's learning and development are moved forward at a very good pace.

Communications between parents, the setting and the school are very effective and constantly improving. This contributes to the safety and well-being of the

children. As a result of consultation with parents, the setting does not currently offer breakfast, however children say they can ask for cereal if they are hungry and they have a choice of snack in the afternoon. The setting meets all the statutory requirements for safeguarding and the appropriate health and safety measures are in place.

Transition arrangements are very well thought out with an induction programme for new children and an 'All about me' booklet which gives the staff detailed information about each child. The next step is to develop the relationship with the school further so as to share best practice. Children with learning difficulties and/or disabilities are supported by outside agencies which contributes to the high quality provision. Continuous professional development develops staff skills so that the interaction with the children is of a very high standard. Children are helped individually and encouraged to join a group activity when appropriate. Therefore, the children's emotional well-being is supported very well.

The quality and standards of the early years provision

Parents are happy to leave their children in this outstanding provision. Children feel valued at the setting because of the excellent attention paid to their personal development by staff who treat all the children as individuals. Children and staff follow the same code of conduct and so there is mutual respect at Whizz Kids and the children have fun. Children play a full part in planning their activities and this is supported by a wish tree and a weekly programme of activities. However, children also understand that all their wishes will not be granted, for example, the request for tuck shop which the setting consulted with the parents about and declined to provide. Children have a good understanding of safety, for example, through organised role play. They know about healthy eating as they distinguish between foods that are a treat and the foods that maintain their health. Assessments of the Early Years Foundation Stage children are recorded on individual observations made by staff and are linked to the profile points on the Early Years Foundation Stage profile. This information is then used to plan the next stage of learning for each individual child. As a result, the children make excellent progress in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met