

# Waddington Kids Club

Inspection report for early years provision

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**Inspection date** 03/02/2012  
**Inspector** Anne Barnsley

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**Type of setting** Childcare - Non-Domestic

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## 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.

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## **Description of the setting**

Waddington Kids Club is run by 4Children which has charitable status and was registered in 2011. It operates from the Integrated Welfare Facility, situated in Waddington in Lincolnshire. It is accessible with car parking available at the front of the setting. The setting serves the local area and surrounding areas and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The kids club opens Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time only. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the setting at any one time, aged from two to eight years. There are currently 77 children on roll, of whom, six are in the early years age group. The setting is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six staff, five of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and show a clear sense of ownership and strong sense of belonging. They develop solid relationships and play cooperatively with each other, having fun after school. Resources are of good quality and cover most areas of learning well. Staff value what children and parents say and take full account of their views. Partnerships with other settings are effective and enable staff to provide continuity and consistency for the children. Self-evaluation is reflective and nearing completion to show future targets for ongoing developments.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- provide children with greater opportunities to use and develop their skills with information communication technology
- develop self-evaluation further to show targets for future improvements more clearly and how these are prioritised.

## **The effectiveness of leadership and management of the early years provision**

Staff safeguard children well as they have strong knowledge about their duty to protect children. All have completed training and update this as part of their

mandatory professional development. The supervisor and staff work well as a team and share the company's vision and ethos. They are well organised and effectively implement comprehensive policies and procedures that ensure children's good health and welfare. All policies and procedures are regularly updated to take account of changes to legislation and to improve practice. Risk assessments are thorough and daily health and safety checks are completed by staff to ensure the continued safety of children. All persons who have regular close contact with children are vetted for their suitability. Security and the procedures for receiving visitors into the setting are robust.

The staff have established strong partnerships with parents. They both gather and exchange relevant information that keeps both parties well informed about children's needs. Staff are approachable and parents' views are sought both verbally and through regular questionnaires. Staff discuss children's likes and dislikes with parents and with the children and this means the setting successfully provides activities that embrace children's preferences. The setting works closely with the local school who value their role offering complimentary care for the children and providing an important link between the school and home. The setting has also established purposeful partnerships and relationships with other professionals and settings that children are involved with. This is a close community and the setting has good knowledge of facilities, training events and clubs that may interest parents and is able to signpost them and support them well.

As part of the setting's commitment to improvement, since registration they have completed an accurate self-evaluation. This clearly sets out the improvements that have been made, for example, obtaining many more resources, in particular for the outdoor environment in response to children's views. Breakfast is now provided for children in response to a request from the parents. Future improvements are planned; however the details of these are not yet clearly identified as targets to show how they are being prioritised. In spite of this all staff, parents and children contribute their views to self-evaluation and this ensures that everyone's views are considered and respected.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive at the setting after school happy and enthusiastic to engage in play. They are keen to exchange their news and ideas and confidently talk to adults. For example one child welcomed the inspector and expressed the hope that the visit would be enjoyable. Children are articulate communicators and show a strong sense of security and safety in the setting. This is demonstrated by another child who told the manager of the main nursery that a wheel had come off a toy lorry. This show that the child has a sense of responsibility towards the resources, understands safety and feels trust in the adult. Very good relationships are evident

in this setting. Children play cooperatively with each other and the atmosphere is calm and industrious. Older children are good role models for the younger children, for whom they show great consideration.

This is a setting that offers a fully inclusive approach to children's play and learning. The staff cater well for children's individual interests and needs, and help children to learn about other people through well-planned activities and discussions. The setting operates an equal opportunities policy and actively supports children with special educational needs and/or disabilities. Children are well supported through the key person system and having designated staff who are trained to undertake specific roles. Staff enable and encourage children to make decisions and to problem solve. This is a well resourced setting, however there is currently a limited range of resources available that enable children to use or develop their skills around information communication technology. All resources are accessible to children, who make their own choices about what they wish to play with, where they wish to play and with whom they wish to play. Some children choose to play inside, whilst others enjoy playing outdoors and being more active. All children have free-flow access to the outdoor environment and in warmer weather indoor learning is taken outdoors so that children have continuous provision, including having snacks in the open air.

Children learn well about adopting healthy lifestyles as they get plenty of exercise walking from school. They wear high visibility vests and learn about safety on the road and being responsible. They are provided with healthy and nutritious breakfasts and both hot and cold snacks after school. Throughout the session children access a large fruit bowl and enjoy a range of fruits, which keeps them from being hungry. Children are happy and secure in this setting. They contribute to making the rules for the club and their behaviour is very good. They are treated with respect by the staff and in turn treat each other with respect. They are successfully developing skills that they need for their future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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