

# Waddington Kids Club

Intergrated Welfare Facility, Waddington, LINCOLN, LN5 9NB

<b>Inspection date</b>	20/03/2014
Previous inspection date	03/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching complements the learning that children receive at school, because planned activities enhance and extend children's experiences through purposeful fun.
- Children are happy, confident and secure with the expectations of the club. They behave well and are respectful, polite and responsible.
- Staff have a good understanding of their safeguarding responsibilities. They implement policies and procedures well and complete risk assessments to help ensure a safe environment.
- Leadership and management systems are efficient and effective. Staff have appropriate qualifications, skills and training for their roles.

### It is not yet outstanding because

- Although parents are kept well-informed about how their child has been and the activities that are available, their views are not actively sought about any improvements they feel can be made to support their child or improve the club.
- Although well-resourced, the outdoor area and activities are not yet highly stimulating to maximise children's creativity and physical experiences to the fullest potential.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and in the outside learning environment.
- The inspector conducted a joint observation with the play leader.
- The inspector held meetings with the play leader, deputy manager and manager of the provision
- The inspector looked at planning documentation and discussed planning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers.

## Inspector

Anne Barnsley

## Full report

### Information about the setting

Waddington Kids Club is run by 4Children which has charitable status and was registered in 2011 on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. It operates from the Integrated Welfare Facility, situated in Waddington in Lincolnshire. The club serves the local area and surrounding areas. The club is accessible to all children and there is an enclosed area available for outdoor play. The club opens Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time only. Children are able to attend for a variety of sessions. They arrive at the setting at 3.40pm after being collected by staff from the school. There are currently 60 children on roll, of whom, four are in the early years age group. The setting employs five staff, three of whom hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- seek the views of parents about improvements that they consider beneficial to their children and include these suggestions in the self-evaluation and continuous development plans to help drive improvements
  
- maximise children's creativity and physical experiences outdoors, with specific reference to enhancing the resources that enable activities such as den building and physical activities such as team games.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children arrive at the club happy and interested in what is on offer. They independently organise their snack before they engage in the activities, sitting in the cafe area where they enjoy chatting with their peers and older friends. Staff arrive early and organise the resources and activities so that the room is welcoming when children arrive. Staff provide children with a wide range of indoor and outdoor activities that effectively supports their learning in all areas. Children arrive at the club eager to join in with activities and are keen to get started. They share their ideas with staff and help make decisions about what they would like to do. They can have different activities and resources out of they want and they can choose where they want to play, be that indoors or outdoors. Children display high levels of involvement in their play and overall, have access to a good range of toys and equipment to support their learning and play. Outdoors is slightly less well equipped with resources that promote creative and imaginary learning, for example, through activities such as den building and some aspects of physical play, such as, ball games and team games.

Staff understand how young children learn and develop and use their observations to plan and tailor the environment to reflect children's individual interests. They work closely with the schools that children attend to enable them to complement the learning that takes place at school through fun activities in the club. Children particularly enjoy a wide range of crafts that staff always make slightly unusual to extend children's experiences. For example, children play with a special, home-made stretchy dough, which they find good for making 3-dimensional models with. They enjoy doing paintings with marbles which involves good hand and eye co-ordination as they roll a marble around the tray on top of their painting until they get the desired effect. They participate in other types of paintings using different techniques and media, for example, string painting, symmetry paintings, marble-look paintings with oil and water and bubble paintings. The key person system ensures that good relationships with all children are formed and staff communicate effectively with them on a daily basis, seeking out their interests, likes and dislikes. Staff engagement during activities is attentive and respectful. Children are asked questions about what they are doing and about what is taking place. Staff encourage children to talk and to communicate their ideas, which develops their critical thinking and understanding of problem-solving. This in turn helps to develop children's confidence, desire to try and their sense of achievement as they succeed with things. Staff members join children in their play and promote their language development as they engage them in general conversations. For example, asking children about their weekend at home or what they did at school today. This supports children's recall and language for thinking in addition to promoting their self-esteem as they feel valued and respected, because someone is interested in their experiences outside of the club. Stimulating language opportunities enable children to make up and act out their own plays and real-life situations, for example through dressing up and playing in the role-play area.

Children develop and explore their understanding of mathematical concepts as they enjoy playing board games that require them to count or when they play games of pool, which develop their spatial awareness, aim, assessment of distance, angle and judgement of how hard to hit the ball. They also use construction equipment which requires them to work out how to balance and fit the pieces they place together. Children enjoy using a range of technology in their play, for example hanging magnets under a table with a member of staff and learning how to add more magnets to make a pyramid. Children use torches to make shapes outdoors in the playground when it is dark after school. They use compact disc players, and electronic books with head phones to listen to stories. Children are allowed to bring their own hand-held consoles from home to use, but staff monitor how long children spend playing with these to ensure they participate in different types of play. Parents are kept well informed about what their child has been doing as each parent is spoken to on a daily basis. The planning for the week is posted on the wall outside the door so that all parents can see this and ask any questions they may have.

### **The contribution of the early years provision to the well-being of children**

Staff are very welcoming and show a personal interest in each child as they ask about their school day and what they would like to do at the club this afternoon. This promotes their personal, social and emotional development well and makes it easy for children to

build positive relationships and make a smooth transition from their classroom to the club. Staff focus well on the three prime areas of learning for children in the early years age group. As a result, children are capable, independent and articulate communicators. Behaviour is very good as children help make their rules for the club and show pride in these. Staff treat children with respect and model positive interactions, which provides children with consistent messages about expectations and acceptable conduct. Children are helpful, kind and considerate and show that they are becoming responsible and understand consequences of inappropriate behaviour and how this makes others feel. It is noticeable how the older children in the club help the younger children in the early years age group. Children are kind and polite to each other and demonstrate good manners. They share, take turns and negotiate in their play to solve problems and overcome any difficulties. Staff state that disputes or disagreements are rare occurrences and children mainly sort these out competently by themselves.

Children's develop a good understanding of safety and manage their own safety well, for example, they know to line up by the door to be counted before they go outdoors to play. They use resources safely and follow the rules and expectations of the club. Children manage their personal care appropriately, as they independently wash their hands before tea and take themselves to the toilet, as needed. Children's health is supported well as they are offered foods that reflect a healthy, balanced diet and always have access to a fruit bowl and drink throughout the session. Children have plenty of fresh air and exercise as they walk to and from the school and they learn about road safety as they follow the safety rules that staff teach them to support their health and well-being.

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

Children are safeguarded at the club as all staff have a good understanding of their role and responsibility to protect children. All staff complete mandatory safeguarding and child protection training and re-refresh this to keep their knowledge current. Comprehensive policies and procedures are maintained, which all staff have to read and sign as part of their induction procedure. Parents have access to these at all times so that they are fully aware of how the setting is organised to promote their child's safety and well-being. Robust recruitment and vetting procedures ensure that all staff working with children are safe and suitable. Appraisals, supervision and staff meetings help to ensure that staff have appropriate training and support for their role. Their professional development is supported well and staff are kept up-to-date with changes in practice, which successfully promotes children's needs.

The play leader, managers and staff all have a good knowledge and understanding of how to promote children's learning and development, because they have appropriate qualifications and skills. The planning and delivery of the educational programme is monitored well to ensure that this enables all children to make good progress towards the early learning goals in partnership with their school. Staff are all mindful that children have been at school working hard all day and that their time at the club is a time for them to enjoy activities or to have a rest. They make sure that the areas of learning are covered through fun and through choice. This enables children to decide what they want to do and

if a child chooses to sit and look at a book in the book area, or play outdoors for the whole session, they can do this. This contributes well to children's transitions between the two settings. It helps to ensure they have consistency in their learning and development, because the seven areas of learning are promoted, but it also helps children to have a balance between focussed learning and play.

Partnerships with parents and carers are strong and parents comment on how happy their children are at the club and on the good range of information that is shared with them. Systems for self-evaluation are in place as recommended at the last inspection and there is a detailed improvement plan, which shows how the club has moved forward since the last inspection and what improvements are planned for the future. However, it does not yet include the views of parents or the ideas they may have to drive improvement. Therefore, ideas that parent's may consider beneficial to their children are not yet being given full consideration. Children's views are given full consideration and this enables children to have a strong voice in their club. Children suggested that they would like to have their own scrap books to complete in whatever way they chose. Staff provided these for the children and each child has their own, individualised book with pictures they have made or things that they find interesting inside. When children leave the club they take their special memories with them as a keepsake. Staff have made other improvements since the last inspection, for example, all children have their own peg on a large board in the playroom. These pegs are used to attach any news letters or information for their parents. Further to this, staff have been provided with walkie-talkies, which they use on all school runs as an added safety measure. In addition to the walkie-talkies they always take a bag with them, which contains various health and safety resources in the event of an accident or an incident. Staff effectively prioritise children's safety and well-being and they ensure that children have an enjoyable and happy time at the club. This all contributes well to helping children progress in their learning and development as they move through school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY432838
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	959312
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	60
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	03/02/2012
<b>Telephone number</b>	0113 2427050

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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