

# Wickersley Kids Club

Wickersley Methodist Church Hall, Bawtry Road, Wickersley, Rotherham, South Yorkshire, S66 1JJ

<b>Inspection date</b>	13/05/2014
Previous inspection date	13/05/2009

<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

- Children are involved in planning. This ensures the wide range of resources on offer to children encourages them to follow their interests and supports their preferences for learning.
- Accurate observation and assessment of children's learning identifies their next steps and this means that planned adult-led activities provide them with challenges that help them to make good progress.
- Robust safety measures are strictly implemented and this ensures children are kept safe and protected at all times.
- Generally, strong partnerships with the local schools, parents and other professionals support the close monitoring of the club's practice and this helps them to improve their service to meet the changing needs of the families who use it.

### It is not yet outstanding because

- Parents who do not attend the club regularly feel that sometimes they are not kept well informed about the wide range of activities on offer because they are not invited to access the different areas of the club to observe their children in their play.
- In some instances, staff miss opportunities to use questions to help children make connections in their learning and this means their thoughts and ideas are not explored in as much detail as they could be.

## 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 in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- 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 spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

Wickersley Kids Club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the local Methodist Church hall in the Wickersley area of Rotherham. The club serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The club employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The club opens for 48 weeks of the year. Sessions are from 3pm to 6pm during term time and from 7.30am to 5.30pm during school holidays. Children attend for a variety of sessions. There are currently 500 children on roll, of whom 20 children are in the early years age group. It supports a number of children with special educational needs and/or disabilities.

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

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

- build on the systems in place for sharing information with parents about children's learning, so that they have a good understanding of the wide range of activities that children enjoy while in the club
- extend children's learning by making more use of open questions during small group activities to help them share their thoughts and ideas in detail, therefore, helping them to make connections between their different learning experiences.

### Inspection judgements

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

Practitioners in the club provide a wide range of interesting resources that support children's independent play and offer them a choice of adult-led activities, such as art and craft. Children are involved in planning and as a result, resources reflect their interests. For example, they can test their skills using diablos or they can practise dance routines using interactive equipment. The youngest children enjoy story time and a puppet show at the beginning of each session. Practitioners include them in telling the stories using books they have chosen from the library. This promotes their communication skills and supports their interest in literacy. It also helps them to understand characters and how stories are structured. During these sessions, practitioners do not always make good use of open-ended questioning to help children make links between different aspects of their learning. This means that children's ideas and knowledge are not fully explored in detail. Nevertheless, observations made about children's learning show they are making good progress across all areas.

Practitioners obtain information about children's learning from parents during induction visits. This means that they are knowledgeable about their interests and their preferences for learning. The majority of practitioners in the club hold relevant early years qualifications. As a result, they have a good understanding of the learning and development requirements and they have the skills to support children's learning. Consequently, they can plan activities across the seven areas of learning that take into account children's skills and help them to make progress towards the early learning goals. For example, children develop their critical thinking skills and learn to solve problems by using small and large construction materials. They also re-enact experiences from home and school by using small world and role play resources. There is a good balance of child-led play and adult-led activities. This ensures children enjoy independent play while benefitting from the teaching skills of experienced practitioners. For example, they enjoy team games where they listen to instructions and learn about rules.

Through daily discussions, emails and newsletters, practitioners share activities with parents and some information about children's learning in school is shared. However, parents who do not attend the club regularly do not always feel that they are well informed about activities. When they collect children from the club, they are asked to remain in the reception area and this means that they do not observe activities that children participate in when outside or in other rooms. Nevertheless, parents are confident that their children are happy in the club because overall, the activities provided reflect those they would enjoy at home after a day at school. Partnership with the school means there are suitable systems in place for supporting children with special educational needs and/or disabilities and this ensures their needs are fully considered. As a result, they enjoy consistency in their care and learning during their time in the club.

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

The club provides a relaxed, welcoming environment where children can enjoy time with their friends after their day at school. The space is used well and this ensures children have quiet areas where they can unwind and rest. Generally, robust relationships with parents and the school ensure detailed information about children's care needs is shared. Managers conduct a 'team talk' at the beginning of each session. This makes certain essential information about children's care is shared and the role of each member of staff during the session is made clear. As a result, supervision levels are very good, children are engaged well and are kept safe. Children show that they are happy and confident as they move around the setting. They demonstrate strong attachments with practitioners that promote their well-being. Children who attend the club are from a number of different schools and they are developing robust relationships with their peers. This helps to prepare them for the larger social environment, which they will experience in the next stage of their learning, such as high school. Everyday practices, such as hanging their coats up and eating together at snack time mirror those they experience in school. This means that they enjoy consistency in their daily routines.

Practitioners are very good role models and they demonstrate clear expectations for children's behaviour. They share their ethos that children often demonstrate unwanted

behaviour if they are bored and practitioners endeavour to make sure all children are engaged well and occupied. Practitioners help children to resolve disagreements and this ensures they receive clear and consistent messages. This means that they are developing a robust understanding of right and wrong and as a result, children's behaviour is very good. Children's safety and well-being is promoted well during play and everyday routines. They are encouraged to risk assess for themselves. For example, they learn how to use play equipment, such as pogo sticks safely and they are encouraged to consider hazards during their journey from school. As a result, they are learning how to keep themselves safe. Local police community support officers regularly visit the club and they teach children how to keep themselves safe when out in the community.

Children enjoy outdoor play everyday. Although, the space is small, it is utilised well to help children test their skills and try new challenges. The club has a range of resources to promote children's physical development in the outdoor area, such as skittles for playing team games, den building equipment and various ride on toys. This means that children can make choices about their play while developing their physical skills. Practitioners are enthusiastic and actively participate in children's play. This encourages even the most reluctant children to join in. Clear, age-appropriate explanations help them to understand the needs of others and as a result, they build on the skills they need for the larger school environment. Children can prepare their own snacks by choosing from a suitable range of ingredients and this helps them to make informed choices about the food they eat. They are encouraged to develop good hygiene routines, such as washing their hands and this means that they develop a good understanding of how to stay healthy.

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

Robust recruitment procedures ensure all practitioners are suitable to work with children. Apprentices for whom suitability checks have not yet been verified are supervised at all times and this ensures children are protected. Practitioners have completed basic safeguarding training to develop their knowledge of safeguarding issues. The deputy manager is the designated safeguarding officer. There are clear lines of accountability in place and procedures for reporting concerns about children or the operation of the club are clear. The premises are checked daily and the club has completed suitable risk assessments for the premises and for places they visit during school holidays. The identification of visitors is checked. Children's attendance, including when they arrive and leave, are recorded and this means that ratios are maintained. Five practitioners hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care.

When children enter the club, policies and procedures are shared with parents and this contributes to promoting children's safety. For example, the use of mobile telephones and cameras are forbidden. The partnerships in place with the schools ensure that accurate information is shared with the club about children's time in school. This means that practitioners can share information with parents about some of the milestones children have achieved and the activities they enjoy. As a result, children enjoy some consistency in their learning and records show they are making strong progress towards the early

learning goals.

The registered provider has attained Qualified Teacher Status and he uses his knowledge and skills to assess practitioners' quality of teaching. This ensures practitioners access a range of training to help them to develop their teaching skills to benefit the children who attend the club. The provider is proud of the strong community links they have developed. He attends community forums and meetings with schools and other early years providers to ensure the club is kept up to date with changes that affect the provision. The management team seeks the views of parents and children and they take their views into account when evaluating the service they provide. For example, they extended their opening times to accommodate parents who go to work early. They have taken appropriate action to address previous recommendations. They have a good understanding of the club's strengths and are keen to address any areas where their service can improve. They work with practitioners to address areas for improvement and this means that the club is continually improving to benefit the children who attend.

### **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>	EY317595
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	820482
<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>	50
<b>Number of children on roll</b>	500
<b>Name of provider</b>	Paul Brooks
<b>Date of previous inspection</b>	13/05/2009
<b>Telephone number</b>	07960 960 331

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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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