

The Wacky Club

Inspection report for early years provision

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Inspector Robert Greatrex

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Type of setting Childcare on non-domestic premises

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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

The Wacky Club opened in 2000 and is on the Early Years Register and the voluntary and compulsory parts of the Child Care Register for a maximum of 24 children. Currently there are 50 children aged from four to 12 on roll. The Club is run by a committee of parents of children at the club. It operates from a mobile classroom in the grounds of Great and Little Shelford Primary School between 3.15pm and 6.00pm five days a week during school term-times. The Club also operates a play scheme in the school holidays from 8.30am until 6.00pm. The Club can support children with special educational needs and/or disabilities and those who speak English as an additional language. Access to the Club is via three steps. Children have access to a secure enclosed outdoor area. Three of the four staff currently working with the children have suitable qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for very well and their personal development is excellent. Staff are an effective team who support children well so relationships are very strong. The Club is inclusive of all children and safeguarding fully in place. Although self-evaluation is still at an early stage, management is good so the Club has good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure the accommodation is fit for purpose

The effectiveness of leadership and management of the early years provision

Leadership and management are good so the Club is well run. The committee is efficient and effective, underpinning the Club's success. Policies and procedures are all very clear and thorough, so staff know what is expected of them and the Club runs smoothly. A website gives parents informative notes about the curriculum and useful information about costs. Self-evaluation has begun; all staff are involved but parents' views are not yet sought.

Resources are used efficiently. Staff are ideal, well qualified with regular training. They have good knowledge and understanding of how children develop so they ensure the range of activities is good. They have very strong relationships with the children who consequently are very cooperative and keen to be at the Club. Equipment is very suitable and engages children's interest. The accommodation is adequate, toilets remain as they were at the last inspection, because improvements are not possible. The room is small and, because it's use is shared,

storage is restricted. Furniture, too, is unsuitable for some.

Equality and diversity is good. Staff use good systems to ensure all children's needs are analysed and met through subsequent planning. For example, once new children have settled into the Club staff track what they do. This gives staff a greater awareness of the child's interests and enables them to anticipate and respond better to each child's needs. Regular observations throughout their time at the Club are used to make sure children have a good variety of activities matched to their individual needs. This information is shared with the children's school to help inform a picture of the 'whole' child.

Safeguarding is good. Good procedures ensure children's safety at the start and end of sessions. Security is much better than at the time of the last inspection because entry to the site is more closely monitored. Although the entrance door is little changed, risk assessment has been completed and the hazard fully assessed.

Partnerships are good. The Club and other site users meet regularly to ensure that they work closely together, for the benefit of all. Information is passed from the Club to others so that children's development benefits.

The partnership with parents is good. All committee members are parents, ensuring their views steer the direction of the Club. Parents know how their children are achieving at the Club because they are regularly given useful information. The Club's plans to extend this further, with a profile recording each child's achievements and next steps, to be shared with parents, are appropriate.

Children's needs are met well because the activities are interesting and relevant. One parent stated, 'I can't believe they do so many interesting things'. Whether after school or in the holidays, much thought is given to make sure children are engaged in worthwhile tasks based on the advice of the Club Council. Consequently, activities are much enjoyed and the Club is very popular. Children select their own activities but time on each is limited ensuring that they have a variety of tasks and no one child monopolises an activity such as the computer. Outside, children are energetically involved with others in games suitable to the cold weather, led and encouraged by staff.

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

Children achieve well. They settle very quickly and enjoy playing with favourite games and good friends. Because tasks are interesting, children are fully engaged. They are given good support and encouragement so they have the confidence to take part in large group activities, often with much older children. During the session, staff are very aware of children's needs and check regularly to see they are integrating well with others.

Children know they are safe because staff are aware of their needs. The Club is safer because staff anticipate potential hazards and accidents and what may happen. Children know that any cuts and bruises will be immediately and

appropriately treated, and that parents will be informed of any accidents that befall them.

Children have a good understanding of their own health and well-being. Children are learning to wash their hands before eating and wear aprons to make models because staff always check and remind them. Children make healthy choices from a good range of snacks including fruit and toast which they have expressed preference for. During each session, drinks, fresh fruit and vegetables are continuously available, ensuring no one goes hungry or thirsty. Children participate enthusiastically in vigorous exercise, partly because staff are encouraging.

Children have outstanding opportunities to make a positive contribution. The Club Council includes children from all ages, chosen by voting after speeches. Children are fully included in the Club Council that discusses and recommends on many important aspects of club life, including the menu and play plan. They have designed a questionnaire for children and parents, to find out what everyone thinks of the Club. All this teaches them many useful skills such as how to research, collaborate with others, work as a team and make decisions. It also shows them how groups can make choices. Children also raise money for local and international charities and have an understanding of why this is important. The Club fully meets its aim to enable children to be 'comfortable, confident and happy'.

Children have many good opportunities to learn skills for the future. Staff have high expectations that children will do things for themselves, such as dressing for the outdoors on a cold day. Consequently children are autonomous and independent. Many activities encourage the practise and development of basic skills. Parents state that 'the Club makes them responsible' and 'they are taught to tidy up and clear away, and they do it far more than they do at home!'

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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