

The Wacky Club

Great & Little Shelford C of E Primary School, Church Street, Great Shelford, CAMBRIDGE, CB22 5EL

Inspection date

Previous inspection date

23/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 active learners and enjoy a very good range of interesting and stimulating activities, some of which they plan and devise by themselves.
- Staff are motivated and enthusiastic; they join in the children's play which means children feel supported and valued.
- There are robust systems to keep children safe; staff are skilful in observing and supervising children without hindering the children's ability to play freely and take risks.
- Parents are very positive about the setting and say their children enjoy a wide range of innovative activities.

It is not yet outstanding because

- Sharing of information with class teachers about children's individual achievements is not fully developed. This hinders practitioner's ability to plan activities that effectively complement and supplement what children enjoy and can do in school.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke to children about their views on the quality of the activities at the club.
- The inspector observed children at play, both indoors and out.
- The inspector looked at documentation and the children's learning and development records.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The Wacky Club opened in 2000 and became a limited company in 2012. It operates from a mobile classroom in the grounds of Great and Little Shelford Primary School and has use of two inter-connecting classrooms, toilet and kitchen facilities. There is a fully enclosed outdoor play area and the club has use of the wider school grounds.

The setting is registered on the Early Years Register and both parts of the Childcare Register and takes up to 32 children at any one time. There are currently over 100 children aged from four to 12 years on roll including those attending the holiday play

scheme. The setting operates during school term time from Monday to Friday between 3.15pm and 6pm. It also operates a play scheme in the school holidays from 8am until 6pm. The setting supports a small number of children who speak English as an additional language.

Five full-time staff work with the children, of these, three hold childcare or playwork qualifications at level 3. There are also additional staff brought in to work during the school holidays.

What the setting needs to do to improve further

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

- extend further the two-way partnerships with feeder schools to enhance the setting's ability to supplement and complement individual children's learning experiences.

Inspection judgements

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

The club provides a very good range of toys, resources and equipment that effectively supports children's learning across each of the seven areas. Children make good use of the premises and outdoor areas and show they are keen and motivated active learners. They move freely around the setting confidently choosing their own activities. Staff promote all children's independence well by enabling them to plan the events and themes for the club. As a result children feel valued and listened to. They enthusiastically add their ideas to the club laptop as they plan a range of 'spooky' events for the forthcoming half term holidays, which takes in Halloween and Bonfire Night.

Children's learning outdoors is enhanced considerably by the setting's partnership with a national wildlife charity. For example, children have built a home for hedgehogs and are planning a bird hide. Staff support children's interest in the outdoor environment well by joining in their games and encouraging active exercise. Staff demonstrate effective teaching skills as they implement many innovative ideas, such as the 'dark' store. This enables small groups of children to hideaway, tell each other ghost stories, shine torches or play with colour changing glow-in-the-dark balls. Staff show they are skilful in the use of open questions to help both older and younger children decide on appropriate strategies. For instance, when younger children are undecided about a fair way to share a favourite toy, adults help them come to their own solution.

Children's communication and language skills are of a high standard, due to effective role modelling by staff. They engage the children in friendly conversations and ensure there is plenty of time for social interactions, for example, as children sit at the food bar adults sit alongside them to talk about their day. Staff encourage children to access a wide range of books and it is good to see children comfortably seated on the sofa sharing a story. A well-equipped writing table means children can freely practise their mark-making skills. Younger children use their imaginations well in role play as they dress their dolls and get them ready for bed. A broad range of art and craft resources are made accessible so children of all ages can be inventive and creative according to their own interests.

Staff show a good understanding of each child's stage of development. Effective links with parents are developed from the outset, enabling staff to collect useful information about children's interests and abilities at home. Parents receive good information about the activities so they can contribute their own ideas and assist in the learning process. Assessments are rigorously monitored and discussed to identify any gaps in children's learning. This helps to ensure each child makes good progress and is ready for the next stage in their learning.

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

This welcoming and stimulating club effectively promotes children's emotional development. Staff deploy themselves well to provide children with strong and sensitive support. Children and staff show positive friendly relationships, which means there is a firm foundation for children to develop their future learning. A well-established key-person system helps to form close partnerships with parents from the outset and ensure children's care needs are met well. Some staff work in the feeder pre-school and the attached primary school so there are familiar faces to aid children's transitions. Staff show a good knowledge of children's individual backgrounds and their medical or dietary needs. This ensures children have their care needs met well.

Children develop positive behaviour and are confident and friendly. The club council meets to discuss house rules and boundaries, which helps the children come to common decisions about what constitutes good behaviour. Staff have high expectations of children and remind them about social niceties, such as 'please' or 'thank you'. Children show they feel safe and secure in the setting and engage readily with staff. They have very good opportunities to develop their understanding of risk because staff give them the freedom to make their own decisions and decide on their own activities. For example, older children discuss the safety precautions when using the target set in the garden. Younger children giggle happily as they build a den under the tables and hide when their parents arrive to collect them.

Staff give children's safety a high priority and ensure the setting is safe and secure. They talk to children about safe boundaries and remind them not to travel across the school field when other children are practising football. Sensitive supervision means children are constantly monitored, but are able to play without hindrance. Children plan their own

menus and say they enjoy a great variety, such as beans on toast, crumpets or even Chinese food. Older children run the snack bar themselves and show they are aware of good hygiene as they instruct younger ones to 'wash your hands first'. Children's food choices are guided by the school's healthy eating guidance to ensure meals and snacks are healthy and nutritious. Staff help to plan food related activities, such as making fruit smoothies to extend children's understanding of which foods are good for them.

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

Arrangements for safeguarding children are robust and effective; staff complete child protection training and more than one member of staff has completed the advanced designated person training. The club liaises with the school and other appropriate professionals should there be concerns about a child in their care. Clear safeguarding policies and procedures are shared with parents so they know how the club supports their children's safety and welfare. Staff are vigilant and ensure all areas of the setting are safe and secure. Risks assessments are regularly reviewed to identify any required changes. Thorough recruitment and induction procedures mean all staff are deemed to be safe and suitable. Students and new staff are mentored and supervised until their induction period is complete. This gives them time to develop their confidence and understand their roles.

The club delivers an effective programme of activities that ensures all children make good progress in their learning and development. The manager and her team meet regularly so they can monitor the effectiveness of the provision. Although there is a welcome emphasis on play, staff are aware of the need to work effectively with parents, children and the school to fully support children's ongoing development. There is a positive partnership with the school and the manager meets regularly with the head teacher to discuss common issues. There are strong links to effectively support children who have special educational needs and/or disabilities. However, systems to acquire information about individual children's progress are not fully established. This hinders staff's ability to fully complement and support the learning and development for those children who are within the Early Years Foundation Stage.

Staff involve children and parents in self-evaluation through surveys and questionnaires. There is a good all-round understanding of the strengths of the provision and staff are working hard to address any areas for development. For example, there is a well-developed plan to develop the outdoor areas and introduce Forest School principles into the club. Staff are ambitious and keen to attend training that supports their professional development. They say that management are very supportive and encourage them to attend a variety of courses and workshops. These include an introduction to Forest Schools, Common Assessment Framework training and Food Hygiene. This helps them to increase their knowledge, understanding and practice so they ably support 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	EY446938
Local authority	Cambridgeshire
Inspection number	795437
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	100
Name of provider	The Wacky After School and Holiday Club
Date of previous inspection	Not applicable
Telephone number	07885 035 033

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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 that are usually their 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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