

Bright Kids at Wigwam

Inspection report for early years provision

Unique reference number	EY428036
Inspection date	13/12/2011
Inspector	Diane Ashplant

Setting address	Wychall Primary School, Middle Field Road, BIRMINGHAM, B31 3EH
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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

Bright Kids at Wigwam registered in 2011. It operates from Wychall Primary School in Birmingham and is one of six settings run by the Millennium Bright Kid Company Limited. The premises consist of two adjoining mobile classrooms, toilets and a kitchen. All children have access to a dedicated outdoor play area and also have use of the school hall and playground for physical play activities. The premises are accessed via steps up to the main door. The club serves children and families from the local and surrounding areas.

The setting is registered to care for a maximum of 24 children aged from four to eight years at any one time and also cares for children up to 11 years of age. There are currently 47 children on roll, of whom five are in the early years age range. Children attend for a variety of sessions. The school club opens Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm during term time only. The holiday club opens Monday to Friday from 7.30am to 6pm during school holidays. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are three main members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority and the Pre-School Alliance and is part of the Children's Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this very welcoming environment where their care, learning and development are strongly supported. Space and resources are well used to provide children with a wide range of opportunities. Staff provide an inclusive environment and ensure that all children's needs are well met. The staff team work very well together and show a good commitment to continuous improvement through training. Staff are continually reflecting on their practice and initiating changes to benefit the club and the children who attend. An excellent partnership with parents is in place and there are good links with others to support outcomes for children.

What steps need to be taken to improve provision further?

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

- extend opportunities within the daily routine to further develop children's awareness of personal safety, risks and the safety of others.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a good understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on any concerns appropriately. Staff undertake regular training to develop their awareness in this area and there is a clear policy which is displayed and shared effectively with parents. All other procedures to support children's welfare, such as safe collection, are rigorously maintained. All staff are appropriately checked and robust systems for selection, recruitment and induction ensure the suitability of those working with the children. An annual appraisal system, encouragement and opportunities for training, and regular updates to confirm continuing suitability further support this. Staff work very well together and naturally and confidently assume their own responsibilities within the setting. They are very well supported by senior management. Effective visual and written risk assessment procedures ensure the premises and activities are safe for children and any required action is recorded and addressed. The manager is constantly reflecting on practice and staff routinely engage with children to seek out their ideas and thoughts. Regular questionnaires are sent out to parents to seek their views on the club; for example, when the new owners took over existing setting, to identify its strengths and areas for development. All documentation for the safe and efficient management of the setting is in place, well organised and regularly reviewed and updated.

Staff work hard to provide a very welcoming, friendly environment where children feel they are respected and listened to and their individual personalities are recognised and valued. Staff genuinely want to create a club based around the needs and interests of the children to ensure all feel included. There are a wide range of play resources for children to choose from and an effective use of the key worker system ensures staff and parents liaise effectively to support individual children. The staff are fully aware of the needs of the different ages and take good account of this in their planning. Any child with more specific needs is very well supported and the manager liaises closely with parents and the school to ensure the best outcome is assured. For example, devising special activities to make them feel more comfortable and settled. For the youngest children, the manager has initiated dialogue with the teachers, exchanged development folders and also observed children in the classroom. All this is done to focus on supporting the best interests of the child as they settle in. A communication book has recently been set up to ensure all important messages and information are efficiently exchanged.

Excellent partnerships are in place with parents, who are welcomed by staff and are always engaged in friendly discussion. The signing out book naturally includes them and allows for easy communication. All required details and consents are taken at the start and parents receive a handbook with useful information about the club. Other information is on display, shared through the regular newsletters or accessible on the website, and parents are also invited to attend forum meetings. They can look through the children's own scrapbook of photos and activities and view the wide array of creative work displayed around the setting or when this is

proudly taken home. Parents of younger children are invited to look at the learning journeys to keep them involved in their development.

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

Children thrive in this environment where their overall welfare and development are very strongly supported and where they make warm and positive relations with staff. This means they are fully engaged and having fun as they relax after school and learn through their play. Staff work very well together and show a genuine interest and enthusiasm in creating a happy, positive environment for the children. Children carry out procedures to support their health, such as hand washing. They enthusiastically share in tasks like sweeping the floors and wiping down the tables to help staff maintain a healthy, clean environment. Children have a choice of snacks including healthy options like fresh fruit, have access to drinks at all times and share a sociable time as they sit together in small groups. They participate in craft activities about healthy eating and listen to advice from the nurse about how food and exercise are good for promoting healthy bodies.

Children move with great confidence around the rooms, freely accessing play activities of their choice. They take part in regular fire drills so they immediately know what to do in the event of a fire. However, not all opportunities are maximised by staff to help children fully understand about their responsibility towards their own and others' safety. Children's individuality is valued at this setting as staff get to know them well and fully consult with them about what they want to do and activities they want to plan. Children demonstrate their independence and confidence as they eagerly volunteer to help prepare the soup and toast for tea and do the washing up or organise lists for using the computer. Children read, draw and practise their writing skills. Staff have created an ideal balance of positive encouragement through, for example, the star chart and awards, and reasonable guidelines through the club rules, which the children have helped to draw up. Consequently, children's behaviour is generally very good. Children learn about the wider world through activities and discussion around different countries and festivals, and benefit from visits to the club by, for example, a policeman and a nurse, who explain their job roles and how children can promote their own health and safety.

Children enter with enthusiasm and readily engage in the stimulating selection of resources and activities which are set out for them. Staff consult with children during circle time at the beginning of each session so they can discuss the routine and decide what they can do. Children have opportunities to play outside and use the school hall for physical play and games or they develop their coordination skills as they practise on the games console. They use their imaginations and creativity through many interesting and creative activities, such as making a large cotton wool snowman or gluing and glittering pictures. Children thoroughly enjoy dressing up in different superhero costumes or happily act out adult roles in the role play corner. They use their problem solving and reasoning skills as they play cards, create designs on the peg board or play construction games. Children have regular access to the computer or practise their photographic skills as they take pictures

for displays or the club's scrapbook. Staff at the club are very responsive to the children, engaging enthusiastically in their activities while also allowing them freedom to relax, initiate their own play and decide what they do. They instinctively know when to prompt or question to widen children's understanding. The daily programme offers an ideal balance based on children's interests, together with some topics and more adult-led activities. Observations are recorded for younger children, which are effectively evaluated to show their progress and identify any areas where support is needed. These, along with photos and examples of children's work, are collected together in individual learning journeys.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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