

Wizz Kids Pre-School

Sunnyvale Road, Sheffield, South Yorkshire, S17 4FB



Inspection date

9 February 2015

Previous inspection date

13 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's abilities are sometimes underestimated. As a result, the assessments of their learning are not always accurate and the identified next steps are not always pertinent.
- The setting do not know if particular children make better progress than others, or if interventions will support children with special educational needs and/or disabilities to successfully close any potential identified gaps in their learning.
- Performance management systems do not yet focus sufficiently on improving the consistency of the quality of teaching across all staff. This means some staff do not receive the support they need to improve their practice and ensure all children are challenged in their learning.
- Children's learning is not always maximised in all areas of the setting. The outdoors and the writing area do not sufficiently promote children's natural curiosity and interests.

It has the following strengths

- Systems for safeguarding are good with strong, robust policies and procedures. The setting is very secure and appropriate risk assessments ensure children stay safe.
- Children are settled and confident in the setting. The clearly defined areas allow them to make choices in their play. As a result, behaviour is good.
- Staff know the children well and how they like to play. They skilfully use this knowledge to engage the children in learning, such as counting and sorting animals.
- Parents speak highly of the setting and are beginning to use the new online assessment system. They feel informed about their child's learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- accurately assess the observations of children to ensure the identified next steps are pertinent and meaningful and are used to inform the planning for their future learning and development.

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

- embed the newly introduced performance management systems to ensure they focus sufficiently on improving the consistency of the quality of teaching across all staff
- improve the use of resources, particularly in the writing area and the outdoors to extend children's learning and development at every opportunity and to build on children's natural curiosity and interests more consistently.

Inspection activities

- The inspector observed activities both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and the committee.
- The inspector carried out two joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Ann Law

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

All staff make regular observations of children's play, but some do not have a clear enough understanding of what children know and can do. Staff working with the younger children have a secure knowledge of their development as all records are on the new online assessment system, showing starting points and current stages. This shows that younger children are making good progress. Whilst most of the staff maximise learning opportunities to question and challenge children's thinking effectively, the quality of teaching is inconsistent. Snack time is used as a relaxed opportunity to learn how to use knives safely and to count the pieces of fruit they cut. Some staff, however, do not always build on children's interests and encourage them to think through what is happening. For example, in a paint mixing activity staff did not question how the child made the colours or the process they went through to get them. The outdoor area is an attractive natural environment, but is often under-utilised. This limits children's opportunities to explore and investigate in a natural environment and extend their learning.

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

The environment is friendly, warm and welcoming and children are well cared for overall. Staff are sensitive to children and take appropriate action when they are ill. However, nappy changing is not always carried out by the main carer potentially reducing bonding time. Children learn appropriate hygiene practices through the daily routine and mostly demonstrate good levels of independence. Although most areas promote independence, the resources in the writing area are sparse and do not encourage children to use them. Children know what food helps them to stay healthy and they talk to staff at lunchtime about how their bones and muscles are growing. Partnerships with parents and carers are strong. Regular exchanges of information ensure that staff are fully aware of, and can meet, children's individual needs.

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

Leaders have a secure understanding of their responsibilities and implement a good range of policies and procedures to promote children's health, safety and well-being. They aspire to improve and many areas are going through a process of change. However, at present, they are unable to securely evidence that all children make good progress and any potential gaps in learning and development will be identified and narrowed. There is a strong, supportive committee who are starting to use their professional skills to support the pre-school and enhance the provision; most notably, in performance management. There are strong links between the setting and schools. Staff help children to become ready for school, paying particular attention to behaviour and listening skills. A daily session has been introduced to help children to recognise and link letters and sounds, but some staff are not fully confident in this aspect of their work. The pre-school are not fully utilising the expertise held by some staff to model good teaching practice across the whole team.

Setting details

Unique reference number	300784
Local authority	Sheffield
Inspection number	1004988
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	34
Number of children on roll	196
Name of provider	Wizz Kids Pre-School Committee
Date of previous inspection	13 January 2011
Telephone number	0114 2364319

Wizz Kids Pre-School is a committee run group with charitable status. It opened in 2001 and operates from a single storey building in the grounds of Totley Primary School, in the Totley area of Sheffield. Children have access to a secure enclosed outdoor play area. The pre-school is open Monday to Friday from 7.30am to 6pm all year round, with the exception of two weeks at Christmas. Out of school care is also provided.

The Pre-School receives funding for free early education for children aged two, three and four years old. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 18 members of staff who work directly with the children. Of these, 14 hold appropriate early years qualifications.

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.

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