

WASPS (Waterbeach After School Play Scheme)

Inspection report for early years provision

Unique Reference Number	221946
Inspection date	01 October 2007
Inspector	Heidi Falconer
Setting Address	The Waterbeach Playhouse, High Street, Waterbeach, Cambridge, Cambridgeshire, CB25 9JU
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Registered person	The Trustees of WASPS (Waterbeach After School Play Scheme)
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

WASPS (Waterbeach After School Play Scheme) opened in 1997. It operates from a purpose built mobile building situated on the premises of Waterbeach Community School, in Waterbeach, Cambridgeshire. A maximum of 40 children may attend the group at any one time. The group operates morning and afternoon sessions each weekday during school term times. Sessions are from 07:45 to 09:00 and 15:20 to 18:00. Full day care is offered during most school holidays from 08.00 to 18.00. There is a fully enclosed outside play area available for outside play and the group have use of the nearby school playing field.

There are currently 49 children on roll. Of these, 37 are under eight. Children come from the local area. The group currently supports children with disabilities. The group employs six full-time members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a balanced, healthy and nutritious diet. For snacks children are provided with a range of fresh fruit, toast and sweet or savoury biscuits. Children's independence is promoted as they serve themselves and make choices about the toppings for their toast. Drinks are readily available to the children throughout the session. After energetic games outdoors, such as football, children respond to their bodies' needs by helping themselves to drinks. A weekly menu of the snacks provided is displayed on the children's notice board.

Children take part a wide range of games and use resources which encourage them to exercise and take part in physical activities. For example, outdoors children climb on the outdoor play structure, build dens and play football. During wet weather, indoors children use dance mats in conjunction with a computer programme or take part in parachute games.

Children understand that good hygiene practices help them to keep healthy. Before having their snack the children independently wash their hands, using the fun 'Mr Soapy' soap dispenser, with few reminders from staff. Staff reinforce the reasons why these routines are important during cooking activities. Staff at the setting promote children's health by recognising and reducing possible risks. For example, children's risk of cross-infection is reduced as the areas used by the children and the kitchen are kept clean. In addition, there is a sickness policy in place which parents are asked to adhere to. Detailed records of all accidents are maintained and shared with parents appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and welcoming environment. The layout of the room is good and provides children with plenty of space to play. For most of the session children are able to free-flow between the indoor and the outdoors areas. Children make suggestions for the wall displays and with the support of staff they create attractive displays. For example, the children have recently completed a 'We are stars display'. Children have drawn pictures and written about the things that they do well. Children say 'I am a star because'..., 'I can do spirals on skates', 'I play football very good' and 'I can swim without arm bands'. The accessibility and variety of well-maintained toys and equipment allows children some opportunities to move around freely, choosing to participate in activities of their choice. However, it is more difficult for children to choose from additional toys from the large walk-in store cupboard.

Children are kept safe as staff effectively assess potential risks and put in place practices and procedures to minimise these at all times. For example, in addition to daily risk assessments the staff carry out risk assessments on all activities and prior to any outings. The premises are kept secure at all times and when collecting children from the school staff keep in contact through the use of radios. Through activities and discussions with staff children learn about what is dangerous and how to keep themselves safe. For example, through regular fire practises the children have learnt how they can keep themselves safe in the event of a fire. Children know where the nearest exits are and where the meeting point is.

Children's welfare is safeguarded as staff have a good knowledge of child protection issues. They are aware of the Local Safeguarding Children Board guidelines and ensure these are

followed if concerns are raised. Child protection training is included in staff induction, and some staff, including the coordinator, have attended safeguarding children training courses. A child protection policy is in place and shared with parents, to ensure that they are aware of the staff's duty to report concerns. This policy is currently in the process of being updated. This will ensure that it reflects current legislation and that it contains clear details about the procedures to be followed in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled because staff are welcoming and take positive steps to develop friendships between the children. For example, at registration time the children thoroughly enjoy listening to other children's 'news'. They laugh and giggle together as they talk about familiar events in their lives such as their 'wobbly teeth'. In addition, when new children start they are allocated a 'buddy'. This buddy shows the children around the setting and introduces them to the other children. Children benefit from very good relationships with the staff. They enjoy sitting and talking to the staff that are always close by as they take part in activities.

Children enjoy the activities on offer, and concentrate and persevere well to complete tasks in their chosen activity. For example, children spend long periods of time drawing pictures to create books entitled 'My famous fashions'. As they draw they talk to staff about their pictures and talk about their hopes to be 'famous fashion designers'. Children particularly enjoy playing outside. They say 'we have loads of fun outside as we have a big play structure'. They enjoy talking about the games that they play together and laugh as they recall previous games. Children have daily opportunities to be creative and experiment with different materials. For example, on the day of the inspection, they created wax pictures which they painted over with black paint. When the paint was dry the children scratched off the painting some areas to reveal colourful pictures.

Helping children make a positive contribution

The provision is good.

All children are valued and respected as they are encouraged to play an active part in the group. Regular 'children's meetings' are held with staff and these give the children opportunities to voice their opinions and make suggestions. Children evidently enjoy these meetings and talk in detail about their purpose. In addition, a suggestion book is readily available for the children to add suggestions. Recently children have suggested that they would like 'a fish tank display' and to be able to play 'Bingo'. Children with disabilities benefit from the good support that they receive. Staff take their needs into consideration when planning the layout of the room and they work proactively with parents and other professionals to support these children's needs.

Children's behaviour is very good and they independently share and take turns with resources. For example, when another child joined in some construction play with bricks, the other children divided up the building boards so that they all had one each. Staff have high expectations and the children clearly know what is expected of them. Children talk about the rules of the setting, which they have helped to formulate, and they know why these rules are in place. As a result, children now confidently make up their own rules. For example, children say 'we are not allowed to play rugby here any more as too many children get hurt'.

Children benefit from the good relationships which staff establish with their parents. A good range of documentation is in place to share information with parents and carers, so that they are fully informed about the setting's policies and procedures. Staff regularly ask parents to update their children's record forms to ensure that they have up to date information on the child's needs and emergency contact numbers. This helps to provide continuity of care for the children.

Organisation

The organisation is good.

Children feel comfortable and at ease in this setting which is well organised and aimed at putting them first. Staff listen to children and are able to improve the provision by responding to children's suggestions or criticisms. As a result, children feel respected and they enjoy their time at the setting.

Comprehensive and effective recruitment and induction procedures are in place, to ensure that children are cared for by suitable staff who are appropriately vetted. Staff inductions and team meetings ensure that all staff work well as a team to provide consistent care for the children. All of the required documentation for supporting children's care and welfare is well maintained and easily accessible. Records which relate to the children are stored in a lockable cabinet so that they remain confidential. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the group was asked to ensure that the premises are maintained at an adequate and comfortable temperature and to review policies on health and safety and complaints to ensure that they reflect current legislation.

In response to these recommendations the setting have installed fans and an air-conditioning unit which ensures that the premises remain at a comfortable temperature for the children during hot weather. The staff have also updated their policies to ensure that they are up to date and that they reflect the procedures which the setting follows.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection policy, ensuring that it complies with the guidelines as set out by the Local Safeguarding Children's Board, and ensure that the information relating to allegations against a member of staff is clear
- review and improve the organisation of resources to allow children greater freedom to select toys for themselves.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk