

Wing Bats

Inspection report for early years provision

Unique Reference Number	EY227538
Inspection date	28 January 2008
Inspector	Amanda May
Setting Address	Camphill Road, West Byfleet, Surrey, KT14 6EG
Telephone number	01932 343260 or 07804305737
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Registered person	Wingbats of West Byfleet School
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?

Wing bats after school club operates in West Byfleet Infant School and serves the local community. The children attending are mainly drawn from the infant and junior schools on site. However, the group is open to children from other schools.

Wingbats is registered to provide care for 32 children who are under eight years. It accepts children from the age of four to 11 years who attend full time education.

The group is open from 15:15 - 18:00 daily during term times.

All of the staff hold a first aid certificate and a relevant childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good understanding of ways in which to keep themselves fit and active as they enjoy access to a fully enclosed playground and outside adventure trail. In the winter

months, children enjoy more indoor activities to encourage them to keep active as they excitedly play parachute games, or plan out their own dance routines to music. Children are provided with a snack after school of crackers or pitta bread with a variety of fillings. Children develop their independence as they act as waiters, asking what their friends would like to eat, before delivering it to their table. Children develop their independence as they spread their crackers with their chosen spread of jam or cheese with their knife. Drinks are available for children to access at all times, and children help themselves as they pour their drinks from large jugs when they are thirsty.

Children learn about personal hygiene as they are all taken to wash their hands before they sit down for a snack. Children are independent and use pump action soap to wash their hands, before drying them under a hand dryer. Staff supervise children effectively, supporting young children in their understanding. The setting is aware of the importance of protecting children's health as they seek details from parents of any specific individual health requirements. Children who require an epi-pen for emergency treatment are effectively protected as all staff have attended relevant training. Details of accidents and the administration of medication are dealt with effectively. Relevant forms and procedures are in place to share any incidents with parents. However, documentation is not always stored effectively to ensure it remains secure and confidential.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe through appropriate procedures. Staff carry out risk assessments where they ensure children's safety is monitored as they play. Staff demonstrate a clear understanding of potential hazards within the setting, and strive to minimise these effectively. The premises is fully secure as it operates from the school hall. Electronic key-pads are in place on all exits to ensure unauthorised visitors can not gain access. The setting also operates a password system to ensure children are kept safe when being collected by anyone other than their parents.

Staff demonstrate a sound awareness of issues surrounding safeguarding children. However, documentation is not currently stored effectively to ensure that any concerns about children's safety would be stored confidentially. A written policy is in place and shared with parents and new staff. However, this is in the process of being updated and extended to ensure it contains full details of how an allegation against a member of staff would be dealt with.

Children develop a sound awareness of safety issues as they practice evacuating the setting if there was an emergency. Children and staff do this every half term to ensure children's understanding is continuously updated and extended. Staff demonstrate a clear understanding of the fire procedure in place and emergency contact details, along with the register, are taken out with them to ensure parents can be contacted as soon as possible.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a varied range of fun activities which contribute highly to their development inside and outside. Children can access a range of equipment and resources depending on their individual interests. Staff join children as they play bingo with their friends, or when colouring pictures. Younger children who attend the setting are supported well, and staff encourage them to lead their own play.

Resources are set out for children to help themselves to as soon as they arrive at the club. A den is sometimes set up for children to hide under as they play with toy food and kitchen sets. Children are also able to take time to do their homework. Children are independent and confident as they make choices and initiate their own play and learning. They actively seek out their friends to play giant 'connect four' with, obviously enjoying each other's company.

Children access equipment which is regularly rotated to ensure they are kept stimulated and entertained in their activities. Children are encouraged to make choices about their play and take a group vote to decide whether to play parachute games or watch a video together. Children are visibly at ease and benefit from staff joining them in their play and taking an interest in their ideas and experiences. This helps children to increase their confidence and develop their own self-esteem.

Helping children make a positive contribution

The provision is good.

Behaviour at the setting is good. Children work and play well with their peers, and enjoy helping their friends as they play. Older children act as positive role-models to children younger than themselves, confidently showing them how to behave. Staff praise children effectively, and encourage them as they enjoy new activities. A treat box is in place, and children eagerly walk nicely and sensibly to wash their hands, before a member of staff chooses the most sensible child to choose a small toy treat to take home. Star charts are also used in specific cases in order to encourage individual children.

Staff work closely with parents to ensure consistency is developed between home and the setting, to support each child in their needs. The setting has experience of caring for children with learning difficulties and/or disabilities, and demonstrates their understanding of how best to support them at the provision. One to one care is offered where possible to support children with specific needs, allowing them to feel valued and settled. Staff are also aware that some children develop learning difficulties and/or disabilities, and know to support them through providing suitable activities and sharing information with parents.

The provision encourages parents to share their views about the setting, through completing questionnaires regularly. The supervisors spend time talking to parents when they come to collect their child, ensuring they are updated about their child's time at the club. Written policies are in place and shared with parents, as are regular newsletters which help to keep parents informed about the provision and the levels of care offered to the children. Children develop an awareness of social diversity and other people's differences through having the opportunity to learn about festivals from around the world. Children make lanterns out of clay for Diwali, and enjoy tasting foods from around the world, such as noodles for Chinese New Year. Children also learn about respecting one another as they make use of the Wing Bats Council. Children elect their chosen representative who takes forward all their ideas for different activities, or ways in which they would like to improve their club. As a result, children take ownership of their club, and enjoy working together to improve it for themselves and their friends.

Organisation

The organisation is satisfactory.

The provider organises space effectively to provide children with a range of opportunities to experience different resources and equipment. Children enjoy table top games with their peers,

as well as having the chance to draw or spread out on the floor as they build models. Staff deploy themselves well and work effectively as a team to ensure children are supported in their play and care. As many of the staff work within the school, children enjoy a close relationship with them.

Close links are in place with the Early Years service, from whom the provision are currently receiving support from, to develop their policies and procedures. A complaints policy is in place, however this currently lacks detail and does not make reference to how parents can access the complaints log. The setting is in the process of reviewing documentation and demonstrates their awareness of the importance of ensuring relevant documentation and policies are fully in place. The responsibility for ensuring this is done has recently been passed to the supervisors of the setting, who are making firm progress in this area.

Recruitment procedures are thorough and the vetting of staff is carried out before new staff start at the setting where possible. Formal interviews are carried out, along with practical invitations for prospective staff to come and spend some time at the setting with the children. The registered provider takes time to ensure staff are continually suitable as she monitors them both formally and informally in their work. This along with annual appraisals, ensures that staff are adequately supported, and any training needs or requests can be addressed. As a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was recommended to conduct regular fire drills to ensure that all children and staff take part and to provide a statement of the procedure to be followed if a child is lost.

The setting has now implemented these changes effectively. A thorough procedure is in place which is shared effectively with parents and staff. This details the action to be taken in the event of a child becoming lost. Regular fire drills are practised with all staff and children on a variety of days, promoting children's safety.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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):

- develop the complaints procedure to ensure it contains the current address of the regulator, along with information for parents about how they can access complaints log
- ensure medication and accident records are effectively organised to ensure they are stored securely, and that confidentiality is maintained at all times
- develop safeguarding children policy to include full procedures to follow if an allegation was made against a member of staff and revise procedures for recording concerns about a child's welfare.

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