

WASP @ St. Marks

Inspection report for early years provision

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EY361416

Inspection date

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Inspector

Anthony Anderson

Setting address

St. Marks C of E Primary School, Aviary Road, Worsley,
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Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Wasp @ St Marks was registered in 2007. It operates from a pre-fabricated building, which is situated in the grounds of St. Marks Church of England Primary School in Worsley, Manchester. Children have access to two rooms, the school playground, side fields and associated facilities. The club serves the children from the primary school, who attend for a variety of sessions. The club is registered for 32 children aged from three years old to eight years old and there are currently 33 children on roll. The group supports children with learning disabilities. The club opens five days a week term time only. Sessions are from 07.45 to 09.00 and 15.30 to 18.00. There are four staff who work with the children, of whom all hold suitable childcare qualifications to level 3 and level 4. The group receives support from Salford Sure Start. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers.

Overall effectiveness of the early years provision

The overall effectiveness of the out of school club is good. The setting is bright, warm and inviting. Children are happy and settled and they learn and develop well. The main recommendation at the end of the last inspection, which was to develop activities that challenge older children, has been addressed. Day-to-day planning of activities for young children is satisfactory and the setting is poised to improve the level of observations and records linked to young children's activities, to help them make the next steps in their learning, in line with the new Early Years Foundation Stage (EYFS) framework. Although daily risk assessments of the setting take place, the present level of record keeping is too informal. Parental support for the out of school facility is strong and parents are happy with the provision. Self evaluation of the club's strengths and areas for development is improving well, but as it is still in the early stages, its capacity to support continuous improvement is satisfactory, rather than good at the present time.

What steps need to be taken to improve provision further?

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

- improve the level of monitoring, assessment and record keeping of the progress made by all EYFS children in the setting
- ensure that the daily risk assessments of the setting are recorded
- develop the recently created self evaluation system to ensure that it leads to continuous improvement.

The leadership and management of the early years provision

Leadership and management of the setting is good. Staff are sufficiently trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. Staff are subjected to six monthly appraisals and

they are encouraged to identify areas relating to their own professional development. They work well together as a team and they create a happy and safe environment for children. They are well supported by the owner/manager of the setting, who takes a regular and active interest in the activities of her staff and the successful development of the setting.

A positive environment for children to play and learn has been created and observations of young children in the setting confirm their happiness and enjoyment, as they engage in a wide range of activities. A range of written policies and procedures are in place and they are subjected to regular review and development. The provision of care and welfare is strong and staff are professional and effective in their respective roles. The arrangements for the safeguarding of children are satisfactory and staff are aware that the present practice, of undertaking regular but unrecorded risk assessments of the setting needs updating. There are regular fire evacuation drills and staff are appropriately trained in first aid.

The out of school club's procedures for regular self evaluation are developing well, but are not yet fully utilised, to promote continuous improvement. The monitoring and assessment systems linked to the progress being made by young children, are a little informal and do not yet meet the full requirements of the new EYFS framework. The setting has recently introduced a key worker system, to additionally support children's welfare, security and progress.

Links with parents are strong and the setting regularly consults them, through daily discussions in and around the setting. Additionally, a recent letter to all parents informing them of the details of the key worker system, also effectively encourages them to have regular discussions with their child's key worker, in order to maintain and improve the level of provision. A notice board in the setting is also used well, to inform parents and keep them up to date with special events. The setting's links with the main school are strong and this has a clear and positive impact on children's enjoyment and progress.

The quality and standards of the early years provision

Children's learning and development is good, as is the provision for their welfare. The day to day planning of the setting's activities is effective and includes targeted activities towards the six key areas of early years learning. However, the strength of planning is not yet matched by observations and evaluations, of the progress made by EYFS children. A range of opportunities to play games and activities, were observed to be on offer during the inspection and evidence on the setting's walls, showed a recent challenge to draw and colour flags, representing many countries in the world, which then had to be identified on a large globe. A group of young children were playing happily, watching a video and other children clearly enjoyed a tasty breakfast. Older boys and girls mix well with younger children and provide effective support and help to them, as they take part in and enjoy the different activities on offer. Children also have safe and regular access to the school's main playground, to take part in physical activities and a wide variety of games.

The warm and colourful environment of the setting, is conducive to a range of practical play and learning activities. Children say that they like this setting, in which they feel happy, safe and secure. Staff engage and encourage children to develop their speaking, listening and communication skills. Children demonstrate positive attitudes to staff and to each other, as they respond well to a variety of initiatives, activities and games.

Written records of young children's activities and progress are not yet in significant evidence, but there are good systems in place, to plan a wide range of interesting and enjoyable activities, linked to the six areas of early years learning and development. Good attention is also paid to health and safety, through ensuring that children wash their hands before eating and after using the toilet facilities. The day to day organisation of the setting is good and supports children's enjoyment and personal development.

Children clearly enjoy their time in this setting and they demonstrate good attitudes and behaviour to staff and to their friends. Staff are effective role models to children and they create a happy and calm atmosphere in the setting. The indoor and outdoor facilities are utilised well, to support all aspects of the early years provision and there is a key focus on play and learning, through fun and enjoyment. Children were observed to make a good contribution to the setting's community and the links to their future development, well-being and progress are good.

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

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.