

# Sacred Heart Wasps

Inspection report for early years provision

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**Unique reference number** EY377566  
**Inspection date** 03/02/2009  
**Inspector** Susan Patricia Birkenhead

**Setting address** Sacred Heart RC Primary School, Selby Street, Warrington,  
WA5 1NS  
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**Email** wasps@btconnect.com  
**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

Sacred Heart Wasps is one of several out of school clubs run by Woolston Wasps link club limited. It was registered under the current ownership in 2008 and operates from the school hall in Sacred Heart primary school in Great Sankey, Warrington. Children have access to the secure school grounds for outdoor play. A maximum of 32 children aged three to eight years may attend the setting at any one time. The setting is open five days a week from 07.45 to 08.45 and 15.15 to 18.00 hours, term time only. It accommodates children who attend the school.

There are currently 44 children on roll aged from four to 11 years. Of these, five are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff including the manager, of these two are qualified to level three in early years, one is qualified to level two and working towards level 3. The setting receives support from the local authority early years advisory team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The registered persons, manager and staff work well as a team to promote a welcoming and inclusive environment. Many of the welfare and learning and development requirements are successfully promoted, however, the risk assessments are not in place which is a breach in the welfare requirements. The systems for monitoring and evaluating the setting, for example the self evaluation form, are in the early development stage. Although children's progress towards the early learning goals cannot be clearly measured at present, plans are in place to implement the systems staff develop. Positive relationships develop with parents and strong links with the teaching staff within the school contributes to the consistent approach to the implementation of EYFS.

## What steps need to be taken to improve provision further?

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

- further promote children's self help skills, for example by allowing them to pour their own drinks at snack time
- further develop documentation in place to ensure information regarding the children's developmental starting points on entry to the setting contribute to their assessment records
- improve the provision of healthy snacks for children
- implement the systems developed for the planning of activities, assessment and observations to reflect the learning needs of the children and their developmental progress.
- further develop procedures for monitoring and evaluating the provisions practices to assist in the identification of areas for continuous development,

for example the self evaluation form (SEF).

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a full risk assessment to identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

17/02/2009

## **The leadership and management of the early years provision**

The link club manager provides a positive role model, involving all the staff in the development of initiatives following the EYFS training she attends. All staff hold appropriate early years qualifications. They work well as a team and are suitably deployed to support and interact with children to further promote aspects of their development and enjoyment. Plans to attend additional training demonstrate the staff commitment to develop practices within the link club. They hold regular planning meetings to review and discuss future activities to ensure a suitable balance of child and adult initiated activities are in place. The manager begins to complete the self evaluation form by outlining some strengths of the setting and although this is in the early stages clearly recognise some aspects for continuous improvement.

Parents speak very positively about the club and clearly point out specific aspects their children enjoy, such as the development of sign language. The effective open door policy encourages parents and carers to share information with staff and general feedback is provided daily regarding their children's well-being. Both parents and children contribute to the continuous development of the setting as they complete questionnaires twice yearly. As a result some suggestions they make are implemented to provide better outcomes for children. Strong links develop between the manager of the link club and the reception class teacher within the school to ensure a consistent approach to the implementation of the EYFS.

Children are generally safeguarded because the staff have a sound understanding of the indicators of abuse and the necessary procedures for reporting concerns, consistent with the detailed written policy. All required records for the safe and efficient management of the setting are generally in place, well organised and stored securely to maintain confidentiality. These include the completion of staff checks which are suitably documented and ensure children's protection. The completion of basic daily checklists indoors and outside document the visual assessments staff carry. However the full risk assessment is in the development stages and not yet implemented.

## The quality and standards of the early years provision

The manager and staff generally demonstrate a positive understanding of the EYFS requirements. The key person system supports the uniqueness of each child and enables staff get to know children well, contributing to the inclusive environment. Effective systems the staff develop with the school for documenting children's activities, observations and assessments help support children's learning, although these have not been fully implemented to monitor their progress towards the early learning goals. The 'All about me' record reflects the children's likes and dislikes, but limited reference is made to children's developmental starting points to assist in the monitoring of their progress. The setting is suitably organised to promote a welcoming environment, with different interest areas and designated space for children to display their art work. This promotes their independence and sense of belonging, and provides opportunities for them to select play materials of their choice. However, the information displayed on the notice board is not easily accessible, with club rules positioned at high level making them difficult for children to see.

Children settle well in the relaxed club, which they describe as 'brilliant'. They have opportunities to construct, play imaginatively, test their physical skills and compete with others during board games. Regular visitors also attend the club to share their expertise in areas of sport, sign language and circus skills. By following the cultural calendar, acknowledging festivals and tasting cultural foods, children increase their knowledge and understanding of the wider world. They have opportunities to relax after the school day as they chat with friends or watch the television. They come together in smaller groups at snack time and enjoy social interaction, but they have little opportunity to develop their self-help skills because staff set the table and pour their drinks. Children frequently access the school library to research information associated with themes or select books to read, which contribute to their literacy skills. They use various media to promote their creative skills, for example, as they paint, make models and design patterns using ironing beads. Children use number in everyday situations as they count how long it takes for staff to button their coat and count the number of turns when skipping outdoors.

Children's health is suitably promoted through the daily routine. They learn about personal hygiene and engage in regular physical activity by using the well resourced outdoor play area. Children contribute to the snack menus in place and some healthy options of varied fruit and pasta dishes are incorporated. However less healthy options, such as cheese burgers and hot dogs are also served. Children learn how to stay safe as they regularly practise evacuation drills, which are documented. Children's behaviour is effectively managed as staff intervene to diffuse minor squabbles and encourage children to share resources. They regularly praise children and acknowledge their achievements, which contributes to their confidence and self-esteem. As a result, children are very well behaved and show consideration to others.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (CR5.4) 17/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (CR5.4) 17/02/2009

## **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 registration.

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.