

St Monica's Wasps

Inspection report for early years provision

Unique reference number EY377602
Inspection date 05/02/2009
Inspector Janice Linsdell

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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

St Monica's Wasps is one of several out of school clubs run by a limited company. The club has been open since 2003, but re-registered in 2008 following a change of ownership. It operates from the community room in St Monica's primary school in the Appleton area of Warrington. Children have occasional use of the school hall and access to the school grounds for outdoor play. A maximum of 32 children may attend the club at any one time. It is open five days a week from 08.00 to 09.00 and 15.00 to 18.00 during term time only. Children attend from the local community and surrounding areas.

There are currently 46 children on roll aged from three to 11 years. Of these, six are within the Early Years Foundation Stage (EYFS). The club is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club supports children with learning difficulties and disabilities.

The setting employs three members of staff including the manager. Of these, two staff are qualified to level three in early years. 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. Staff safeguard and promote the welfare of all children in a relaxing and welcoming environment. They show sufficient understanding of the EYFS and provide adequate support so that children make progress in some areas of learning. Partnerships with parents are developing appropriately. Changes to the premises have resulted in a breach in conditions of registration. Areas for improvement relate to children's play opportunities, the procedures for self-evaluation and developing links with school.

What steps need to be taken to improve provision further?

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

- provide a suitable balance of activities that help children make progress towards the early learning goals, and review the arrangements for storing equipment to enable children to make independent choices in their play
- promote children's physical development by providing daily opportunities for outdoor play
- develop effective links with other providers of EYFS, such as school staff, to fully promote continuity and progression in children's learning
- develop procedures for self-evaluation, ensuring areas for future improvement are clearly identified.

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

- improve procedures for keeping Ofsted informed of 23/02/2009

any significant events, such as changes to the premises, to ensure conditions of registration are complied with at all times (Suitable people).

The leadership and management of the early years provision

Staff have some opportunities to attend additional training to develop their knowledge and skills.

They conduct risk assessments and carry out daily safety checks to ensure the indoor and outdoor environment is safe. Children are protected through appropriate vetting procedures and staff show sufficient understanding of the arrangements to safeguard children from harm. Staff generally promote inclusive practice and develop friendly relationships with parents, which benefits the children's care and welfare. Policies and procedures are accessible to parents and staff chat informally with them to share information about the children. Parents express their satisfaction with the club and how it operates. All required records for the safe and efficient management of the setting are in place and appropriately maintained.

Staff meet on a regular basis to discuss practice and plan activities for children. However, the arrangements for evaluating the quality of the setting are still being considered and key areas for ongoing improvements are not clearly identified. Nevertheless, the provider and staff are keen to develop further and demonstrate a commitment to continuous improvement. Since registration, there has been some changes to the premises which Ofsted were unaware of, and the club continues to operate from an area which is not included within registration. This is a breach in requirements, although there is minimal impact on the children. The club room has recently been renovated to a high standard and offers some good facilities for the children. However, shared use of the premises is creating some limitations for children and staff. For example, certain play equipment is out of bounds, and the lack of storage for resources limits children's choice and restricts their ability to make independent choices in their play.

The quality and standards of the early years provision

Children are happy and settled in the club. They relax after a busy school day, as they play with friends or watch their favourite video. They enjoy drawing pictures, playing in the sand tray or working together to build the train track. Staff sometimes organise adult-led activities, such as junk modelling and making jewellery, which children really enjoy. External visitors also attend the club to support children in developing new skills, such as learning sign language. However, the range of activities on offer does not fully promote all areas of learning and there are gaps in some areas, such reading, role play, physical play, and learning about the wider world.

Staff are developing their understanding of the EYFS framework to assist them in supporting children's learning. The manager has attended some training and she is

helping staff to implement systems to plan, observe and assess children's progress. Staff are starting to use the 'all about me' sheets to record children's preferences, but these contain little information about what children know and can do. The arrangements for developing effective links with school staff are not fully embedded, which makes it difficult for staff to know where children are up to in their learning and ensure what they offer in the club complements the care and education children receive in school.

Children are well behaved because staff encourage and reinforce positive behaviour. They have some opportunities to offer their ideas and contribute to the planning of activities. They learn to keep safe because they understand boundaries and show awareness of club rules. Children benefit from eating some healthy snacks, but they are not always encouraged to be involved in preparing or serving food, which limits their independence. Outside areas have some good equipment to challenge children's physical skills, such as a climbing wall. However, outdoor play is not always organised on a daily basis, which prevents children from learning about the importance of regular exercise as part of a healthy lifestyle. Children access the television and have use of the games console. They have some opportunities to work cooperatively, develop their writing skills and solve some simple problems, which contributes to their future economic well-being.

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?	3
How well does the provision promote inclusive practice?	3
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?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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

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 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.