

Latchford Wasps

Inspection report for early years provision

Unique reference number EY377595
Inspection date 03/02/2009
Inspector Susan Patricia Birkenhead

Setting address Latchford C E Primary School, Old Road, WARRINGTON,
WA4 1AP
Telephone number 01925 818689
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).

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

Latchford Wasps is one of 12 registered settings privately owned by Woolston Wasps Link Club Limited. It opened under the current ownership in 2008 and operates from the designated nursery building, within the grounds of Latchford Church of England primary school, situated in the Latchford area of Warrington. Children are cared for within three sections of the main room all at ground floor. There is a secure area available for outdoor play. A maximum of 32 children, aged from nought to eight years old, may attend the setting at any one time. The nursery setting is open five days a week from 07.30 to 18.00 and the link club operates from 07.30 to 09.00 and 15.00 to 18.00 term time and 07.30 to 18.00 during school holidays. Children attend from the local community and surrounding areas.

There are currently 40 children on roll, aged from eight weeks to 11 years old. Of these, 25 are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The setting supports children with learning disabilities and children who speak English as an additional language. The setting offers wrap around care to children who attend the school nursery and a crèche facility for parents attending adult education classes within school.

The setting employs seven members of staff, including the manager. Of these, five staff are qualified to level 3 in early years and two staff are qualified to level 2. There are two staff currently working towards further early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides a very welcoming and suitably inclusive environment for all children and as a result, they settle well and they are happy. Staff successfully promote the welfare requirements in most areas, ensuring the needs of all children are met. They develop a positive understanding of the learning and development requirements of the EYFS, which results in children making good progress towards the early learning goals. The well developed partnerships with parents, carers and other providers, enables staff to approach the children's care and learning with consistency, promoting positive outcomes for children. Some systems are effective in monitoring and evaluating the practices and activities of the setting, however, the self-evaluation form (SEF) is in the development stage.

What steps need to be taken to improve provision further?

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

- further develop hygiene practices at nappy changing and ensure baby beakers for drinking are labelled with their name
- ensure information regarding the children's developmental starting points

- contribute to the children's assessment records
- further develop procedures for monitoring and evaluating the practices of the setting to assist in the identification of their strengths and areas for continuous development, for example the self evaluation form (SEF).

The leadership and management of the early years provision

The committed management team are effective in recognising and making changes to the setting following the recent change in ownership, to promote better outcomes for children. They clearly demonstrate their plans for future improvements, which contributes to the continuous development of the setting. The staff team are working on the development of the formal self-evaluation form (SEF). They include parents in monitoring the provision through the questionnaires that they issue, giving consideration to suggestions that they make. All necessary documentation meets the required standards and a consistent approach is adopted well throughout the setting. Comprehensive policies and procedures are in place, to underpin the good care of the children. All staff hold early years qualifications and work well as a team, under the effective leadership of the manager. The clear systems established for checking staff means that they are suitable to work with children.

Effective partnerships have developed with parents, carers and other providers, which contributes to the inclusive environment, supports the children's developmental progress and their transition from home to nursery. This is evident through the good level of information shared verbally or in writing, planned parents evenings, meetings with teaching staff in school and the positive home links, which includes newsletters and the twice yearly detailed report of their children's progress. Parents are complimentary about the setting and they recall the developmental progress their children have made since attending and describe how happy they are with the staff and the setting. Through the suitable key person system and the deployment of familiar staff, children in the main receive consistent care. However, bottle fed babies are not consistently fed by the same member of staff throughout their stay.

Staff have a clear understanding of child protection issues, which are consistent with the appropriate procedures outlined in the comprehensive written policy, to ensure children's welfare is safeguarded. The Registered Person takes on the role of the designated person for child protection, however the manager recognises the important role she plays. Comprehensive risk assessments have been established and the colour coded systems highlight the low, medium and high risk factors, to ensure potential risks are reduced. In addition, the daily checklists completed and the visual checks staff carry out, further ensures children's safety.

The quality and standards of the early years provision

Children are cared for within a welcoming setting, which successfully promotes their sense of belonging. The recent re-decoration and evidence of effective displays contributes to the bright, stimulating environment, where children settle

well and take a sense of pride in their achievements. Staff develop a positive understanding of the EYFS through training and they promote children's learning, through positive interaction and questions they ask. They organise the learning environment well, providing a balance of adult and child-initiated activities. This results in children becoming active learners and promotes their independence. In addition, outside visitors, such as the 'bird man' are invited to enhance children's activities and to further promote children's enjoyment. Staff value and respect children's uniqueness by adapting activities taking account of their individual needs and interests, therefore contributing to the suitably inclusive environment. Pertinent observations inform the very effective assessment records, which have been introduced to successfully monitor children's progression towards the early learning goals and to identify the next steps in their learning. Similar systems for observations and assessment are currently being developed within the out of school club. The 'All about me records' outline children's likes and dislikes, however, they do not incorporate children's developmental starting points on entry to the setting.

Children have various opportunities appropriate to their age and stage of development, to extend their physical skills and to learn about the effects physical exercise has on their overall well-being. They develop a positive interest in books because they are easily accessible for them to select and they listen with interest to the stories that staff read. They access the writing area, announce they are writing 'super letters' and make marks to represent the first letter of their name. As a result, they begin to give meaning to the marks they make. Older children access the computer games and have created the club rules they display using the computer, therefore developing the knowledge of technology. Children within the link club comment that it is 'the best', saying 'staff make it because we have lots of fun and never get bored'. All children have many opportunities to express themselves and to develop their creativity through various activities using different media. For example, babies are assisted in using paint brushes to paint and recreate prints of their hands to display. A child finds a picture of a horse to copy, counts the legs on the horse and draws four lines in paint to represent the legs. All children learn about the wider world, through planned activities and acknowledgement of various festivals and resources, which promotes positive images of diversity. However, procedures for communicating with children who speak English as an additional language, are limited and the manager recognises this as an area of development.

Children effectively learn to stay safe because they regularly practise emergency evacuations and positive arrangements, ensures that the setting is secure and all adults visiting the setting are monitored. On the whole, there are suitable arrangements to ensure children are cared for within a clean environment and to develop their understanding of personal hygiene, however, on occasions this is compromised. For example, baby beakers are not labelled with their names and staff do not always wear protective aprons, change the disposable gloves or clean the nappy mat, in between children they change. Children enjoy the home made meals, where their individual requirements are successfully catered for. Positive methods for the management of children's behaviour assists them in learning to share and play cooperatively and as a result, children are well behaved and show consideration towards 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

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?	3
The capacity of the provision to maintain continuous improvement.	2

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	3
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 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.