

Stockton Heath Wasps

Inspection report for early years provision

Unique reference number EY377607
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Inspector Susan Patricia Birkenhead

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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

Stockton Heath Wasps is one of several out of school clubs owned by a limited company. The club has been open since 2001 but re-registered in 2008, following a change of ownership. It operates within Stockton Heath primary school in the Stockton Heath area of Warrington. Children are cared for within seven designated areas on the ground and first floors. There is a secure area available for outdoor play. A maximum of 70 children, aged from three years old to 11 years old, may attend the setting at any one time. The setting is open five days a week from 07.45 to 09.00 and 15.00 to 18.00 during term time and from 08.00 to 18.00 during school holidays. Children attend from the local community and surrounding areas.

There are currently 94 children on roll, aged from three years old to 11 years old. Of these, 21 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 supports children with learning disabilities.

The setting employs eight members of staff, of these two staff including the manager, are qualified to level 3 in early years, one is qualified to level 2 and one member of staff is working towards a level 3 recognised early years qualification. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The quality of the setting is satisfactory overall and staff suitably promote many aspects of the welfare requirements. However, the adult to child ratios and the security of the setting are not met, which constitutes breaches in the requirements and compromises safety. The suitable deployment of staff and their team working approach, contributes to the welcoming and inclusive setting, where a programme of purposeful activities within a relaxed, stimulating environment are accessible. As a result, children are actively engaged and they make decisions about play and learning. Children's progress towards the early learning goals cannot be clearly measured at present, because systems have not yet been implemented. The evaluation of the setting's practices is developing well and as a result, they show a positive commitment to continuous improvement, resulting in better outcomes for children. Positive relationships develop with parents, through some initiatives in place.

What steps need to be taken to improve provision further?

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

- implement the systems developed for the planning of activities and assessment to reflect the learning needs of the children are covered in sufficient depth and their developmental progress is documented
- develop links with the nursery and primary school the children attend and

- establish their developmental starting points on entry to the setting
- further develop the risk assessments to clearly outline aspects in the outdoor play area
- further promote the children's self-help skills, for example by allowing them to pour their own drinks and set the tables at snack time.

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

- ensure the entrance to the setting is secure to prevent children leaving the setting unsupervised and intruders entering the premises 03/03/2009
- ensure the requirements for the adult child ratios are met at all times. 03/03/2009

The leadership and management of the early years provision

A sufficient number of staff hold relevant early years qualifications and others are working towards a recognised qualification. All staff are instrumental in developing initiatives following the EYFS training that they attend, to promote children's learning and development. They hold regular planning meetings to review and discuss activities, to ensure a good balance of adult and child initiated activities are in place. Good systems are developing for evaluating the provision, involving staff, parents and children. Managers recognise the strengths of the link club and they show a positive commitment to the continuous development, which they clearly outline in the self evaluation form. Future initiatives they refer to, include more staff training and the development of partnerships with the Warrington Disability Awareness team, to further promote children's understanding of the wider world. This means the setting strives to promote better outcomes for children.

All necessary records for the safe and efficient management of the setting are in place and they are appropriately organised, to ensure confidentiality is respected. Children are in the main protected from hazards highlighted in the written risk assessments, however, this does not cover in detail the outdoor play area. Also the entrance door to the large school hall, is not secured during part of the session and the required ratios were not met on the day of inspection, this therefore compromises children's safety and well-being. Staff have a sound understanding of the indicators of abuse and know the procedures to follow, should they have concerns. Such procedures are shared during the induction and outlined in the written policy, to promote the protection of children.

Suitable relationships develop with parents through the exchange of information, to ensure children receive consistent care and their welfare needs are met. However, procedures for sharing developmental assessments and starting points on entry to the setting, have yet to be considered. Comprehensive policies are accessible within the club for parents to read, making them aware of the practices and procedures in place. Regular newsletters and twice yearly questionnaires that parents receive, keeps them up to date with changes and events planned, as well

as providing opportunities for them to share their views about the care and education that children receive and to effect changes. Parents talk favourably about the care their children receive and how well the children settle and enjoy the activities. The manager has plans to develop links with the school and nursery the children attend, to ensure a consistent approach to the implementation of the EYFS is maintained.

The quality and standards of the early years provision

The manager and staff generally demonstrate a suitable understanding of the EYFS framework, to support the children's learning and to promote their development. The key person system supports the uniqueness of each child and enables staff get to know children well. They liaise with outside agencies and ensure children with additional needs receive the necessary support, therefore contributing to the inclusive environment. The suitable observations that staff complete contribute to the monitoring of children's developmental progress, however, the individual diaries which contain effective documentation for children's planning and assessment, have not yet been implemented. The basic weekly activity sheets normally in place are supported by the planning evidence file, to reflect the type of activities that the setting provides. However, entries are not linked to the areas of learning and no activity plan was available for the day of the inspection. As a result, it is not clear whether the provision of activities covers all areas of learning in sufficient depth. The 'All about me' record reflects the children's likes and dislikes, but not what the children know and can do.

The effective organisation of the setting results in children becoming actively involved in activities of their choice, therefore promoting their independence and enjoyment. They engage in a variety of play opportunities, which encourages the development of their imagination, such as the puppet theatre and the hairdressers salon. They confidently express themselves, as they take turns singing using the computerised programmes, developing their skills in preparation for the planned talent contest. The games consoles and computerised, interactive resources contributes to their understanding of technology and physical development. They learn about the wider world, through the celebration of festivals and visitors are welcome to share their expertise and skills with the children. These include the bird man and a member of staff from the deaf society, who completes a course of sign language. As a result, children learn to develop new skills. Children develop their creativity well, using a variety of different media. For example, they print using paint and vegetables, they make bracelets and necklaces from nylon string, that they call 'scoobies' and they create caterpillars from folding paper. Their understanding of numbers and problem solving is incorporated into the provision of activities, such as hopscotch and completing puzzles. They have opportunities to relax, read books, complete their homework, chat with friends or watch a film of their choice. 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 at snack time.

Children's health is suitably promoted through the daily routines. They learn about personal hygiene and engage in regular physical activities, by using the well

resourced outdoor play area. Children are consulted about snacks and in the main, the menu reflects healthy options. Children learn to stay safe because they practice road safety by loaning resources, practising evacuation drills and completing activities associated with safety in the home. Children's behaviour is effectively managed as staff use equipment, such as the timer, to encourage children to share more popular resources and children develop the club rules that are on display. Staff regularly praise children's achievements and award stickers in further recognition. As a result, children are very well behaved and show respect. The buddy system that is in place, encourages more established children to support others in their transition and promotes care and concern for others. All activities suitably contribute to the children's 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?	2
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?	3
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?	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?	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

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.