

# St Thomas's Wasps

Inspection report for early years provision

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**Unique reference number** EY377600  
**Inspection date** 14/05/2009  
**Inspector** Susan Patricia Birkenhead

**Setting address** St. Thomas C of E Primary School, Parkgate Road,  
Stockton Heath, Warrington, WA4 2AP  
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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 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 Thomas Wasps was registered in 2008. The setting is one of 12 registered settings privately owned by Woolston Wasps link club limited. The club operates from the community room situated in St Thomas' primary school in the Stockton Heath area of Warrington. Children are cared for within one main room located on ground level. There is a secure area available for outdoor play. A maximum of 32 children aged three to eight years old 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. It accommodates children who attend the school.

There are currently 50 children on roll aged from four to eleven years. Of these, six 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. There is one member of staff who is qualified to level three in early years, and two staff are working towards a recognised early years qualification. In addition an operations manager oversees the running of all sites. The setting receives support from the local authority early years advisory team.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Many of the welfare requirements are suitably promoted although attention is necessary to the recording of Criminal Records Bureau disclosures. The implementation of the learning and development requirements of the EYFS are in the early stages and staff begin to develop some understanding. Children's progress towards the early learning goals cannot be clearly measured at present, although plans to implement effective systems are in place. Appropriate partnerships develop with parents and links with the teaching staff within the school are suitably developing. The registered person uses various systems to evaluate the link club practices, however, some information recorded applies to the organisation and not the individual setting.

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

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

- develop regular staff appraisals to monitor performance and identify the training needs of all staff
- further promote children's self help skills, for example by allowing them to pour their own drinks at snack time and serve food to others
- ensure staff are aware of the designated person for child protection within the organisation and update the safeguarding policy to reflect the necessary detail for reporting concerns and make clear the procedures should

- allegations be made against a member of staff
- continue to provide opportunities for the staff to develop a clearer understanding of the EYFS learning and development requirements to enable them to provide activities that reflect the children's individual interests; incorporate all areas of learning in sufficient depth and monitor and assess the children's progression towards the early learning goals.

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

- make sure information regarding the Criminal Records Bureau (CRB) checks on site include reference to all the staff's disclosure numbers and dates of issue (Suitable people).

29/05/2009

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

Staff have a sufficient knowledge of the indicators of abuse and know the procedures to follow should they have concerns, to ensure the protection of children. However, they are not clear who the designated person for child protection is within the organisation. The written policy shared with staff and parents is restricted in some necessary detail, for example, timescales for reporting concerns and how allegations against staff are clearly managed. All required records for the safe efficient management of the setting are generally in place. These include written risk assessments of the premises, associated checklists completed daily and a list of completed CRB disclosures. However, records do not reflect when and by whom the risk assessments are reviewed. Also the record of CRB disclosure numbers and date of issue are not recorded for all staff on site.

Staff are appropriately deployed to support and interact with children during their play to promote some aspects of their learning, enjoyment and inclusion. The manager holds an early year's qualification, and the other staff are working towards a recognised qualification. They hold regular planning meetings to discuss and plan future activities and consult children to ensure a balance of adult led and child initiated activities. The Registered Person uses many different approaches to evaluate and monitor the effectiveness of the setting, for example, parent's questionnaires, discussion during staff meetings and by recently appointing an operations manager to oversee all the registered link clubs. The completed Self Evaluation Form highlights strengths and areas for future development. However references made are general to the organisation, and do not specifically refer to the link club its self. For example, it refers to staff appraisals however these are not yet carried out at this setting. The manager of the club has not been involved in the completion of the Self Evaluation Form and therefore not fully aware of the future plans or some areas of practice highlighted. Future initiatives they refer to include, the involvement of people who work within the community to share their experiences, and more staff training to promote better outcomes for children.

Appropriate relationships develop with parents who say they are more than happy

with the care their children receive. Staff attend the 'welcome' meeting each year for new intake parents organised by the school, therefore providing an effective link between the parents, school and link club. Basic verbal feedback makes them aware of the children's well-being, activities and the regular newsletters they receive keep them up to date with events and changes. They have opportunities to contribute and make suggestions to improve the settings practices through the bi-annual questionnaires they receive. Positive links are beginning to develop with the school because they provide evidence of their starting points through the information they exchange, which is retained in the individual diaries. Plans are in place to further develop such links and provide a consistent approach to the delivery of EYFS.

## **The quality and standards of the early years provision**

The manager and staff are in the early stages of developing their understanding of the EYFS and on the whole suitably support the children's learning and development. Staff begin to complete some observations, which 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 daily activity sheets in place are supported by evidence file, to reflect the type of creative activities that the setting provides. However, entries are not linked to the areas of learning, or always dated and previous activity plans were not available for on the day of the inspection. As a result, it is not clear whether activities cover all areas of learning in sufficient depth.

The suitable organisation of the setting and the display of children's art work, which include 'flags of the world' and 'the five a day freeze', contribute to the welcoming inclusive environment. Children can freely select from the resources available, promoting choice and independence in their play. Planned activities are organised specifically around the times therefore providing some balance of adult led and child initiated opportunities. Children have opportunities to develop their imagination as they adopt the role of mother and baby in the role play, pretend to make soup and have opportunities to dress up. They instigate concerts and share their skills for dancing and singing with others, which contributes to the development of confidence and self-esteem. They confidently express themselves and share their news during circle time. However, due to the size of the group and the disruption caused by the older children arriving this valuable opportunity for promoting communication skills is not managed effectively.

Children develop their understanding of technology through the provision of the games consoles, which they access for short periods and learn to take turns. They design and build models using small bricks and leave them on one side to share with others or return to further develop their design. Children suitably learn about the wider world, through the celebration of festivals throughout the year and some resources to promote positive images of diversity. They develop their creativity and use a range of different media such as dried pasta, paint, and collage materials when making pictures or cards in recognition of special events. Their understanding of numbers and problem solving is generally incorporated into the

provision of activities. They have opportunities to select from the books, chat with friends or watch a film of their choice. They come together in smaller groups to colour pictures and make entries to their scrap books, discussing what they write or draw, therefore suitably promoting communication and early hand writing skills.

Children's good health is suitably promoted through the daily routines. They learn about personal hygiene and explain how germs can make you poorly. They engage in regular physical activities, and select resources, such as, the scooters, footballs and instigate group games using the parachute when playing outdoors. Children are consulted about snacks and the menus reflect healthy options, such as pasta dishes and fresh fruit. They enjoy the social interaction at snack time, but they have little opportunity to develop their self-help skills, because the task of serving foods is given to staff or older children. They freely access drinks available during the session but are not encouraged to pour their own drinks at snack time. Children learn to stay safe because they practice evacuation drills and staff highlight hazards and the consequences of their actions. Children's behaviour is appropriately managed, staff develop close links with parents if concerns arise and incidents are recorded. Children are instrumental in devising the club rules, therefore taking responsibility for their behaviour and establishing boundaries, contributing to their sense of belonging. The buddy system in place encourages older children to support those in their transition to the link club and effectively promotes care and concern for others. 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

<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.	3

### 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?	3
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?	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

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## **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