

Woodley After School Provision (WASP)

Inspection report for early years provision

Unique reference number	501495
Inspection date	09/03/2009
Inspector	Chris Maloney
Setting address	Woodley Primary School, Sherwood Road, Woodley Stockport, Cheshire, SK6 1LH
Telephone number	0161 430 6609
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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 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

Woodley After School Provision (WASP) was registered in August 2001 and provides before and after school care for a maximum of 62 children aged from four to 11 years old. There are currently 168 children on roll. The facility is open from 6.55am to 8.55am in the morning and from 3pm to 6pm in the afternoon during term-time, and for full days in the school holidays from 8am to 6pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club has systems in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. During term-time the service is provided for children who attend Woodley Primary School only; children from other schools may attend during holidays. The group is based in Woodley Primary School and provides care in the hall, surrounding corridors, a quiet room near the main hall and the ICT suite. These areas are divided into different activity and play areas, for quiet free play and physical activities. There is also access to the school's playgrounds and field. The group has 12 members of staff and more than half have a recognised childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of provision is good. The very positive and strong links with parents help staff to respond well to the changing needs of all who attend. Children are well catered for because staff quickly get to know them as individuals. Outdoor provision for children attending the breakfast club does not match the range of activities available for other sessions. In addition, children are not always reminded by the staff to wash their hands before eating. The staff are reflective of their practice, and senior leaders have addressed the recommendation in the last report. This reflects their good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide children in the breakfast club with access to outdoor provision so that the full range of their learning needs can be met
- ensure that good hygiene practices are consistently well promoted.

The leadership and management of the early years provision

The good leadership and management, ensures that high expectations and skilled and caring staff help all children make good progress in their learning and personal development. Detailed policies, procedures and risk assessments ensure that all children are kept safe and that staff are vetted appropriately. Children's individual needs are well met because staff make every effort to get to know them and to build positive relationships. Indeed, children have a real say in the type of activities

planned for them, as they are consistently asked for their views. There are very effective relationships with parents and carers, schools and outside agencies. As a result, children enjoy the setting and attend happily. Parents and carers too are enthusiastic about their children's experiences and their impact on learning and personal development. A typical comment was that 'children receive really good care and are very happy and safe'. Self evaluation takes place regularly, and this is having a very positive impact on the quality of planned activities and those that children choose for themselves. Vetting procedures for all adults are conscientiously undertaken and all necessary records are accessible. These along with comprehensive risk assessments, ensure that safety and well being are a high priority and contribute well to children's increasing sense of security and well being.

The quality and standards of the early years provision

The setting helps children to learn and develop well. This is because it provides a wide range of activities that stimulate children and keep them actively engaged. Staff ensure there are well planned and organised outdoor activities for children who attend after school and during holiday periods. However, outdoor provision for children attending the breakfast club is not planned for currently. Older pupils are actively encouraged to help and organise activities for younger children who learn a great deal from the good role models they present. Adults successfully encourage children to be kind and generous to others and to take turns. All those present, including those with difficulties and/or disabilities, show consideration and kindness to others and show obvious enjoyment in the learning opportunities provided. Parents and carers confirm how the setting has been valuable in promoting personal development. One said that her child had 'really grown up and become more independent'.

Children are cared for in a safe environment, where risks are identified and their impact minimised. They are taught to be safe, behave sensibly and treat others with respect. Similarities and difference are celebrated through good quality multicultural resources and through good links with Stockport's Ethnic Diversity Team. Children's awareness of how to stay healthy is improved by staff who encourage them to make healthy choices, for example, by the provision of a range of healthy food and drinks. However, adults do not always remind children to wash their hands before eating.

Children are prepared soundly for the future because staff plan and deliver activities that help them improve their communication and cooperation skills. At the end of breakfast club, staff make sure that children are ready for school by organising a focused 'talk time', where they can discuss events from home or celebrate their successes or birthdays.

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?	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?	2
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?	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?	2
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

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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