

Walkden After School Scheme (WASP) Holidays

Inspection report for early years provision

Unique reference number	511463
Inspection date	22/04/2009
Inspector	Julie Firth
Setting address	Guild Avenue, Worsley, Manchester, Lancashire, M28 3AS
Telephone number	0161 703 8633
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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

Walden after school scheme (Wasp) was registered in 1995. The setting operates from two large halls in Walkden Community centre in an area of Salford. It is privately owned. The out of school scheme is registered to provide care for 52 children under eight years. Currently there are 84 children on roll, of these, 34 are in the early years range. The scheme is open from 08.00 to 09.00 and 15.30 to 18.00 Monday to Friday term time only. The holiday scheme is open from 08.00 to 17.30 Monday to Friday during all school holidays, except for bank holidays and Christmas. The scheme serves the local community and picks children up from schools in the area.

The scheme supports children with learning difficulties and disabilities and children who speak English as an additional language. There is a total of 16 staff including the owner who work with the children on a regular basis. The manager holds a level four National Vocational Qualification and eight staff hold level three. Others hold level two and are presently undertaking level 3.

The after school scheme are supported by Salford Sure start. They are undertaking a quality assurance scheme at present for Salford Kite Mark.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The after school scheme promotes children's welfare and learning in an inspiring and challenging way that provides a safe and fully inclusive environment. Children are extremely happily engaged and occupied in a highly stimulating range of play activities and experiences. Exemplary systems are in place in relation to planning, assessment and safety. There is an excellent working relationship with parents and others involved in the children's care. They are fully consulted, involved and kept highly informed of children's daily routines, care and learning. The club have developed very detailed effective systems in relation to self-evaluation to help monitor the service they provide.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to make assessments of each child's achievements, interests and learning styles.

The leadership and management of the early years provision

The out of school scheme provides a highly stimulating and organised environment which allows the children superb opportunities to become

independent. There are an excellent range of accessible resources to help children to explore and investigate. The daily routine promotes children's welfare and meets their needs extremely well. Staff are effectively deployed well and the excellent key worker system ensures continuity and consistency of care.

Exceptional documentation, policies and procedures are in place that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution.

Dedicated staff work very well together and are led by an extremely enthusiastic management team who continually strive to improve the service. They are encouraged to attend training on a regular basis and are extremely motivated to gain further childcare qualifications. The after school scheme provides a highly inclusive environment for the children and their families in a child-centred environment, which offers challenge and highly promotes children's learning. Parents are provided with a wealth of information about their children's care, learning and development. For example, they contribute to robust questionnaires and are informed of their children's progress. Furthermore, newsletters and notice boards display information regarding the care of the children. Parents comment on the excellent organisation of the club and how the staff work extremely hard to act upon suggestions made. The manager and staff work exceptionally well with the families and offer an extremely flexible service to meet their individual needs. Furthermore, there are systems in place which work very well with other outside agencies and positive links with the schools.

The staff and manager have a highly effective understanding of safeguarding children and have very good detailed procedures in place to keep children safe. There is a highly effective detailed self-evaluation process in place which involves all the staff. They all recognise the strength of the setting and there is a very strong emphasis on continuous provision.

The quality and standards of the early years provision

The staff has an excellent understanding of the Early Years Foundation stage. They plan for a large number of children and provide a superb range of interesting and inspiring activities across all the six areas of learning. Children have their own individual files which clearly indicate children making extremely good progress whilst having fun in the club. The staff have excellent organisational skills and this enables the children to thrive, learn and play. Children formulate and initiate their own ideas and staff support them at appropriate levels to enable them to develop choice and independence. The staff have good, secure relationships with the children and they get to know the children extremely well. They observe children at play and use this information to plan their next steps of learning. Children are involved in contributing to planning, use the suggestion box and complete regular questionnaires which monitors their time spent at the club.

There is a extremely strong emphasis on independence and children tidy up after play. They are very confident when speaking positively to visitors' about their time at the scheme. Young children show an interest in the world in which they live. For example, they take walks in the environment and attend trips to places of interests

during the school holidays. Visitors are invited to the club such as the police and people who help in the community. They have access to programmable toys and a computer area giving them an opportunity to use a mouse from a very early age. Children's language is very well developed and they have access to writing materials and lots of print around the room. A well stocked book area and the use of puppets as a learning aid further enhance children's concentration. Children develop an awareness of numbers, shape and patterns during a wealth of planned activities. Photographic documentation shows the children have excellent opportunities to express their own thoughts and ideas using creative materials. Furthermore, they have great opportunities during role play and to dress up.

Children benefit from and really enjoy fresh air and exercise on a daily basis. They show great delight when playing in the well equipped outdoor area, taking part in team games, using the parachute and skipping. Children who speak English as a second language or have a specific need are extremely well supported by staff to enable them to play alongside their peers. Parents from different cultures are invited in to talk to the children and participate in activities. For example, making sweets from India.

The staff implement very good strategies to promote all children's social, physical and economic well-being. Children learn about hygiene practices and personal care through excellent fun activities. They are very well nourished and develop an awareness of healthy eating as the scheme provide a very well balanced and nutritious diet to aid their growth and development. They have access to drinks throughout the session both indoors and outdoors. The premises are extremely safe and staff adhere very well to policies and procedures. Detailed comprehensive risk assessments are in place for the premises and outings and trips are well planned out. Children are learning about keeping themselves safe, for example, they adhere to their boundaries within the designated areas of the premises and follow extremely strict procedures when walking from school and on trips. Staff take children swimming on a regular basis and positive comments from the public and pool staff indicate the superb safety of the children when they are off the premises. Children are involved in regular fire drills and these are displayed to remind children and visitors. The staff act as an excellent role model for the children and they give clear messages about expected behaviour, as a result, the children are polite and behave very well. Challenging behaviour is managed extremely sensitively and positively by staff.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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