

Padgate Wasps

Inspection report for early years provision

Unique reference number EY386173
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Inspector Victoria Gail Halliwell

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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).

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

Padgate Wasps Pre-school and Out of School Club has been registered since 2008. The setting is one of 12 provisions owned by a limited company. It operates from a designated room within a building situated in the grounds of Christ Church primary school in Padgate, Warrington. Children have access to a secure play area and the school grounds for outdoor play. The pre-school is open each week day from 09.00 to 11.30 during term time only. Children have the option to stay for lunch club until 12.45. A maximum of 20 children aged from two to under five years may attend at any one time. The out of school club opens each weekday from 08.00 to 09.00 and 15.00 to 18.00 during term time only.

The setting is registered On the Early Years Register. A maximum of 22 children may attend at any one time. There are currently 21 children aged from two to five years on roll, children attend on a part-time basis. The setting currently supports a small number of children with learning difficulties. The setting also offers care for children aged from five years to 11 years, this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of staff, five of whom hold appropriate qualifications, including two managers who are qualified to level 3 in early years. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Relationships within the setting are particularly good, consequently children feel valued and are very well supported by staff. Children also benefit from a varied range of activities which sustain their interest and help them make continuous progress in their learning and development. However, the links between observation, assessment and planning for children's future learning are not well developed. Strong partnerships are developing with other providers which promotes consistency in children's care and learning. In practice staff satisfactorily promote all aspects of children's welfare and keep them safe, although, some written records are not satisfactorily maintained. The setting's capacity to improve is strong and senior staff within the organisation have a clear vision for the future.

What steps need to be taken to improve provision further?

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

- identify children's starting points and develop the assessment process to provide a clearer picture of children's achievements or their need for further support and use this to help plan the next steps in children's learning and development
- provide additional opportunities for children to find out about and use everyday technology

- improve facilities for children who wish to rest or relax in comfort.

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

- ensure the risk assessment is effectively implemented, so that hazards to the children, both indoors and outdoors are kept to a minimum (Safeguarding and welfare) 03/06/2009
- ensure children's hours of attendance are recorded (Documentation). 03/06/2009

The leadership and management of the early years provision

Some aspects of leadership and management, particularly within the larger organisation are good. Clear and effective recruitment systems are in place and designated managers are appointed in both the pre-school and after school provision. A recently appointed operations manager has a clear development role and has implemented internal audits, these are meaningful and effectively test out staff knowledge and practice, subsequent feedback and a written report accurately highlight areas for future development. However, due to the very limited timeframe between the audit and this inspection there is little evidence of its impact. Attention to most written records is satisfactory, although medication records do not routinely state the health reason for medication being administered and children's actual hours of attendance are not consistently recorded, which is a specific legal requirement.

Children are adequately safeguarded because all staff have a sufficient knowledge of and are able to implement the setting safeguarding procedures. Both managers have completed training in this area and senior staff who have ultimate responsibility for implementing safeguarding procedures have a sound knowledge and understanding. Children move around and play safely under the direct supervision of staff. High staffing levels facilitate very good supervision, which keeps children safe even when safety measures are not fully implemented. For example, some staff fail to close the safety gate to the kitchen or minimise risks in relation to plastic bags. Outdoor staff are very mindful of the potential hazard posed by the damaged fence, this is clearly identified in the risk assessment and additional measures are implemented to keep children safe. Procedures to keep children safe on outings are in place, however the written risk assessment for outings lacks specific detail.

The setting is developing good partnerships with other providers delivering the EYFS. Staff work closely with the school and exchange information which generally promotes continuity of learning and care. For example, working jointly on the same topics or sharing information about behavioural issues. Systems to share information about individual achievements and learning needs are not yet fully developed. Staff promote relaxed and informal relationships with parents they provide verbal feedback at collection times and encourage parents to share

information verbally, but this is not reflected in the children's records. Parents are adequately informed of the settings policies and procedures and have routine opportunities to comment on the care their children receive through parental questionnaires.

The quality and standards of the early years provision

Children are warmly welcomed into an accessible and child centred environment. They enter the setting confidently and become absorbed in activities of their choice. The continuous provision of a suitable range of resources and activities, provides some good opportunities for children to practice and refine new skills and helps them make steady progress in most areas of learning. However, opportunities for children to find out about and use appropriate information technology, such as computers and programmable toys, is limited.

Children in preschool have many routine opportunities to use number for a purpose and develop mathematical concepts, for example, a more able child is encouraged to work out how many more children have had water than juice, whilst younger members of the group are learning to count by rote and to identify numerals within the learning environment. Children benefit from partnership working, which enables them to make an unplanned visit to see baby chicks in the school. Children delight in this first hand experience, which prompts lots of discussion about the care of the chicks, how they feel and raises children's awareness of living things. Children are becoming increasingly aware of the world around them and roles in society, they enthusiastically greet the community support police officer as he makes an impromptu visit. This prompts lots of child initiated discussion about his role and the importance of being well behaved.

Children in out of school clearly enjoy developing their knowledge and understanding of the world and spontaneously make reference to the large map of the world they have created. Younger members of the group confidently access reference books and are well supported by staff who respond to individual interests and enhance the learning process. For example, a child identifies that she lives in the 'purple' area which is Europe, and asks the name of a small island. With adult support she looks in the book to find Asia, and squeals with delight when she finds the island she has seen on the map, the member of staff explains it is Sri Lanka.

In practice staff support children's learning well, they respond to their interests and adapt activities to take account of children's developmental stages. However, this is not reflected in written plans which do not link to individual learning needs or take account of the wide range of ages and developmental stages within the setting. Staff have started to record details of observations, but these are not always fully evaluated and little information is documented in relation to children's starting points. Consequently, assessment records lack meaning.

Children's health and wellbeing are appropriately promoted, children enjoy a variety of healthy snacks and have continuous access to fresh drinking water. Meal and snack times are valued as social occasions and children are encouraged to

participate in quiet conversations with staff or their peers. Children who stay over the lunchtime period enjoy a nutritious lunch. After selecting his own fillings, one child states 'this is delicious'. Such good practices encourage children to develop healthy eating habits and try new foods. Children benefit from regular opportunities to be physically active as they play outside in the fresh air and sunlight which contributes to a healthy lifestyle. However, provision for children who wish to rest or relax through the day is limited.

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

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?	3
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?	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