

WBC (The Watchetts and Bristow Crew)

Inspection report for early years provision

Unique reference number	EY394348
Inspection date	10/12/2009
Inspector	Anne Jeanette Faithfull

Setting address	Watchetts Junior School, Frimley Road, CAMBERLEY, Surrey, GU15 2QB
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

WBC (The Watchetts and Bristow Crew) registered in 2009. It operates from Watchetts Junior School and offers after school care. The registered person also operates a separate breakfast club at the Bristow Infant school. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children have use of a large classroom in the junior school and use other school facilities such as the hall, playground, tennis courts and school fields.

The setting is registered for 30 children aged under eight years. Children up to the age of 11 may also attend. There are currently 21 children on roll who attend for various sessions, of these six are in the early years age range. It is open five days a week during term time, between 3.00pm and 5.30pm. There are three members of staff and they all hold appropriate qualifications. The setting receives support from the school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued and respected and have their individual needs met owing to the caring, dedicated and enthusiastic staff team in place. Staff know the children well. They use their knowledge of childcare and development effectively to ensure children's learning needs are met in a fun environment. Children are happy, confident and safe. They are all included in the wide range of activities and experiences offered each day. The staff continually evaluate the provision to help them improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems for observation, assessment and recording children's development as they progress through the early learning goals towards the Early Years Foundation Stage
- provide opportunities for children to access words in their home language

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff have a sound understanding of safeguarding issues and clearly understand their roles and responsibilities in keeping children safe. Robust systems in place ensure that staff working with the children are vetted, experienced and suitably qualified. Children are protected from unvetted people as they are never left unattended with them and all visitors are recorded both in the school and club. There are very secure systems in place when staff

collect children from the other school. These include all children and staff wearing fluorescent tabards so they are visible at all times on the walk from school. Staff also liaise effectively with the school staff to ensure any concerns or messages are shared and passed onto parents. All children are included in the wide range of fun activities and experiences which are offered each session. Staff and children are aware of equality and diversity issues and respect each other's ideas and suggestions for the club. They learn about the wider world and environmental issues through a variety of activities, including celebrating festivals and re-cycling items they have used.

Effective policies and procedures ensure children's safety and welfare at all times. A very comprehensive range of risk assessments are in place and these are reviewed on a regular basis in conjunction with the head of the school. Staff complete daily safety checks and regular fire evacuation drills ensure all children are aware of the steps to take in an emergency. Good relationships are in place with the parents and staff work effectively with parents to ensure any specific individual needs of the children are met. Parents make many positive comments in their reference letters. These include how the staff provide a fun and entertaining environment and how staff are very dedicated, approachable and caring. A parent's notice board displays all relevant information and all parental consents are obtained before the children attend. Staff verbally evaluate each day and regularly participate in staff meetings where they share ideas. They effectively work with the head of the school to continually develop the facilities such as, taking steps to have a small kitchen installed so children can choose and help to prepare their own snacks.

The quality and standards of the early years provision and outcomes for children

Children are happy, safe, secure and confident. They enthusiastically participate in discussions with staff and visitors about how much they enjoy coming to the club. Children comment 'how they love every minute' and 'it is fantastic'. Children are fully involved in the planning of activities and staff readily respond to any suggestions from them. Children have developed excellent relationships with each other and the staff. They look forward to meeting children from the other school and talk about their day and what they are going to do after the club. Staff readily help children with their homework if required and listen to any concerns they may have. All children have the opportunity to participate in a wide range of activities both inside and outside including a range of sports and craft activities. Children decorate the room they use with their art work and this helps to give them a sense of belonging. The room used has displays using French and Spanish words, however, children who come from different countries cannot currently access words in their home language.

The dedicated and enthusiastic staff team are aware of how children develop and learn through play and ensure the fun activities they offer continue to promote children's learning and development. Staff are in the process of completing an observations and assessment system which will help to identify each child's individual progress through the early learning goals. Children readily use their

imagination in a variety of ways such as pretending they are running a restaurant and making the food orders out of play dough. They readily pretend they are the teacher and use the whiteboard to record the mathematical sums for other children and staff to complete. Children are well behaved and are involved in the decision-making about the club rules. They show concern and care for each other and the staff. Children share and take turns when required and are aware of the time limit for computer games. They enjoy making decision together for example, voting to see which DVD they will watch at snack time. Staff encourage children to be polite and remind children to say please and thank you when appropriate. Children help staff with everyday routines for instance, the helper of the day goes with the staff member to collect the sandwiches from the school kitchen for their tea.

Children are beginning to be aware of their own safety as staff remind them about safety issues for example, not balance on their chair as the chair will fall over. Children are encouraged to become aware of healthy eating as they choose the filling for their sandwich and they can readily access a drink when required. They are aware of the hygiene procedures in place as they wash their hands and help staff to clean the tables before snack time. Children develop their physical skills and abilities as they use a variety of sports equipment in the school hall. They enjoy team games such as basket ball and participate in making items out of small beads which encourages their fine motor skills. Children are able to rest and relax as they require especially the younger children who have had a busy day at school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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