

# Woolston Wasps Link Club

Inspection report for early years provision

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**Unique reference number**

315284

**Inspection date**

10/11/2009

**Inspector**

Julie Firth

**Setting address**

Woolston Community Primary School, Hall Road, Woolston,  
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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

Woolston Wasp Link Club registered in 1994. It is one of four clubs owned and managed by the Woolston Wasps Link Club Limited. It operates from the dining hall and adjoining link corridor in Woolston Community Primary School in the Woolston area of Warrington. The children have access to the playground area for outdoor play

The club is open each weekday from 8am to 9am and from 3pm to 6pm during term times. The club serves Woolston Primary school and St James Catholic Primary school. The club is registered for children in the Early Years age range, and is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll and of these eight children are in the Early Years range. The club supports children who have English as an additional language, and those with special educational needs and/or disabilities.

There are four staff employed, which includes the manager of whom three hold a National Vocational Qualification (NVQ) at level 3 in childcare or play work. One staff member holds a NVQ at level 2 and is undertaking a qualification at level 3. The club work closely with Warrington Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusion is promoted throughout the setting and children enjoy the time that they spend in the club. Activities provided for the children are fun. Planning, observation and assessment is in place, but not fully developed across all areas of children's learning. The club have established suitable relationships with parents to enable them to contribute to their children's learning and progress. Emphasis is put on links with the schools and the club have shown a commitment to working with Sure Start .The managers demonstrate a sound awareness for continuous improvement. They use self-evaluation to help them to monitor the service provided, however, this is not used effectively across all staff at the club.

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

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

- review the organisation of snack time to allow children more time to play and learn
- continue to deliver the six areas of learning, through planned, purposeful play, with a balance of adult-led and child-initiated activities
- continue to use the self-evaluation effectively to monitor practice and use with all staff in the setting.

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

Clear procedures are in place for the recruitment, selection and induction of staff, ensuring that children are cared for by suitable people. Documentation regarding information from the Criminal Records Bureau is now held on file in the club. Staff questioned at the inspection have a clear understanding of the indicators of abuse and procedures to be followed should they be concerned about a child's welfare. Detailed risk assessments of the premises have been compiled and daily visual checks are carried out to ensure that children are cared for in a safe environment. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. Effective staff deployment ensures that children are well supervised at all times. All the required documentation and consents relating to the welfare of the children are in place.

The operational manager and the newly appointed early years co-ordinator are striving to motivate staff and to drive improvement. The setting has worked hard since the last inspection to address the actions raised. The manager and staff of the club are beginning to work as a team to implement the Early Years Foundation Stage. They are enthusiastic and access training to support their ongoing professional development. Procedures for self-evaluation are in place, however, this is not shared effectively with the manager and staff on site at the club.

Parents show great satisfaction for the care their children receive. A detailed notice board in the link corridor displays what activities their children are taking part in. However, not all parents use this entrance although they do obtain all the information they need. Daily communication and a newly established questionnaire enables parents to sit with their children and comment on their likes and dislikes' of the club. They are welcome to view how their children are progressing through the new individual files. They have established links with the school head teacher on the premises. Furthermore, they are beginning to work with the staff responsible for delivering the Early Years Foundation Stage to the children attending the club. The setting has experience of working closely with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities.

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

Planning and observations demonstrate that the staff now have a growing awareness and understanding of the Early Years Foundation Stage. They are beginning to gain confidence to support children's individual needs through a new key worker system. Photographic evidence in the children's booklets indicate a suitable range of fun activities. They are starting to plan around children's individual interests. However, planning is in the early stages and not covering all the six areas of learning in depth. Children are making some progress given their starting points and assessments are beginning to track children's development

across some areas of their learning. The staff question and interact with the children to encourage them to become independent learners and develop skills for the future. The organisation of resources in the environment encourages their self help skills. Children move around their immediate environment with confidence and have freedom of movement between the hall and the link corridor. However, the organisation of the snack time at the beginning of the session is too long for children to sit and takes away some free play for them. Furthermore, it does not fully encourage independence for children of all ages.

Children's differences are valued, they celebrate festivals and learn about other countries giving them an awareness of diversity. They behave well and they clearly respect each other and learn to share. They are encouraged to make friends and play well alongside their peers. Communication and language skills are developing as children are encouraged to talk during circle time on the mat. Children can observe a variety of print in the environment. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs.

Thought is given to developing children's knowledge and understanding of the world. Children have access to a variety of programmable toys, practice computer skills games and plant seeds. Children enjoy a visit to the Lord Mayor in the town hall giving them insight into the local environment. They have good opportunities to engage in meaningful role play in the vet and a varied range of creative opportunities. For example, children participate in craft and painting activities, create a frieze on disability awareness and enter a drawing competition which was published in a book and in the school news letter.

Children learn how to manage their own health and hygiene. They are encouraged to independently practise their personal care in the bathroom. A healthy lifestyle is encouraged through a good menu offering them nutritious foods and fruits at snack times. Children show great delight playing under the parachute in the main hall. They do have access to the school playground using fixed equipment. However, children are given few opportunities to go out in the playground every evening. Children are learning about keeping themselves safe, for example, they adhere to their boundaries within the designated areas of the school. Good emphasis is put upon raising children's awareness of personal safety. Through activities they are learning to take responsibility for their own actions. They practise fire evacuations procedures on a regular basis, and are made aware of the potential dangers of the road. Furthermore, they learn about people who are involved in helping to re-enforce safety. They constantly remind each other to not run about and contribute to making ground rules to whilst having fun.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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