

Westgate Wonders

Inspection report for early years provision

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Inspector

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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

Westgate Wonders out of school club is managed by a committee. It opened in 2003 and operates from rooms within Westgate County Primary School in Morecambe, Lancashire. A maximum of 36 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 106 children on roll. Of these 54 are under eight years and of these 15 are within the early years age range. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The club operates each weekday from 7.30am until 9am and from 3.15pm until 6pm during term time only.

There are five members of staff, including the manager who work directly with the children. Of these, three hold appropriate level three playwork or childcare qualifications and one holds a level three teaching assistant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an appropriate knowledge and understanding of each child's individual needs. They promote aspects of children's welfare effectively and the majority of documentation is organised and maintained as required. Appropriate observation and assessment systems are in place and children make good progress in their learning and development. Staff have established an effective partnership with parents and share an appropriate range of written and verbal information about their child's needs and routines. They show commitment to ongoing self-evaluation and demonstrate a satisfactory 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:

- improve the organisation of documentation to ensure records of staff suitability are consistently robust
- ensure the accident record consistently contains all the necessary information
- develop the system of self-evaluation to prioritise and secure continuous improvement of provision and outcomes

The effectiveness of leadership and management of the early years provision

The emphasis on safeguarding is generally strong. Policies and procedures necessary to safeguard children's welfare are appropriately written and

implemented. Suitable vetting and recruitment procedures are in place; however although all suitability checks are completed for new staff, the organisation of documentation is not consistently robust. Documentation relating to children's individual needs and care routines is generally well-maintained and reflects a good level of confidentiality. However, accident records do not consistently include the necessary detail. Visual and written risk assessments are undertaken daily as part of the routine for setting-up the before and after school club and are reviewed regularly to help ensure that children stay safe.

Staff are suitably qualified and work well together as a team. They are clear about their roles and responsibilities and have an appropriate understanding of the setting's strengths and weaknesses. The recommendation from the previous report has been implemented. Staff have begun to establish a system of continuous improvement to ensure their practice supports children in their learning and development. However, the system for self-evaluation is not yet fully in place and consequently identified areas for improvement are sometimes delayed. Resources are suitably deployed and enable children to make satisfactory progress in their learning and development. An effective key person system ensures that all staff have an appropriate understanding of the children's individual needs and how to support them further. This includes those with special educational needs and/or disabilities and those who speak English as an additional language. The setting participates in initiatives and celebrations relating to local, national and international issues. For example, China and its language and specific childcare projects publicised by the organisation '4 children'.

Staff have an effective partnership with parents. One parent said 'my child never wants to come home' and 'I have found the staff to be extremely caring, compassionate and professional'. Parents are valued as partners and are confident in the ability of staff to meet the individual needs of their child. Parents have access to written policies and procedures and regular verbal information about their children's learning, development and care routines is shared. Staff have established a very strong partnership with the host school and effective links with other childcare and education providers. The regular exchange of information ensures each child's needs are met and there is continuity in their learning.

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

Staff have created a very happy, welcoming environment and have effectively organised the available space to provide an appropriate range of resources according to children's ages and stages of development. Staff support children's development before and after school by providing a range of activities which enhance their learning. For example, children use construction resources and access a range of craft materials to promote their creative and physical development. Staff make good use of a variety of toys, board games and puzzles to support children's problem solving, reasoning and numeracy skills. Children regularly use the school playground for a range of activities which contribute effectively to their physical development. Staff ensure that resources are accessible even though storage space is limited, and this enables children to make their own

choices and promotes their independence and self-esteem. The good range of displays re-enforce literacy and numeracy skills. Children extend their language skills as they act out drama scenes. They choose appropriate costumes and act out roles such as a princess or queen to support their own play ideas. Staff provide a suitable range of purposeful play, with mostly child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and appropriate support for each child.

Staff have a warm and caring relationship with children who form strong attachments to adults and other children within the club. They apply clear and consistent boundaries and consequently children know what is right and wrong. Children play a very important role in deciding how and what activities should be developed. This ensures that children feel involved in the process, develop knowledge of what is expected and display positive behaviour.

Children understand how to keep themselves safe from harm by participating in regular fire evacuation practices. Staff have established generally appropriate systems to help children stay healthy. For example, staff explain the importance of hand washing and good personal hygiene and provide a healthy breakfast and snacks such as fruit, cereal and other delicious foods; drinks are accessible throughout the sessions. Children are developing independence and contribute towards the welfare of others for example, they help staff to clean up at the end of an activity. Children's understanding of diversity and difference is enhanced as they celebrate special events from around the world. For example, China and its language. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	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