

W.A.S.P.S Out of School Club

Inspection report for early years provision

Unique reference number	EY345025
Inspection date	26/04/2010
Inspector	Lindsay Hare

Setting address	Standon & Puckeridge Community Centre, Station Road, Standon, Herts, SG11 1TF
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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

Wasps Out of School Club is a privately owned provision. The group originally set up in 1999 and relocated to its current premises and ownership in December 2006. The group operates from a community centre in Puckeridge, which covers both the villages of Standon and Puckeridge. Children have access to an adjoining playing field. The group is registered to care for a maximum of 32 children, all of whom may be in the early years age group.

The after school club is currently open each weekday from 03.10pm until 06.15pm, term-time only, and the holiday play scheme from 08.00am until 05.30pm. In addition, there is also a breakfast club from 07.45am until 08.50am. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 84 children on roll, 15 of whom are in the early years age range. A vast majority of children in attendance live locally. The group have systems in place to support children with learning disabilities and/or difficulties, and for children for whom English is an additional language.

The group employ six staff, of these, four staff hold appropriate early years qualifications and one member of staff is working towards a qualification. The group are members of 4Children, formally children's network and Out of School Alliance and Skills Active.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development, although there are weaknesses in the assessment process. They are provided with a wide range of activities and experiences that cover all the areas of learning, however, staff do not always engage with children in the activities and there are missed opportunities for children to be independent. There are good procedures in place to protect children and consequently they are gaining a very good awareness of how to keep themselves safe. All the relevant documentation is in place, although the requirement to obtain information about who has parental responsibility has not been met. Children's health and well-being is promoted and the setting has very positive working relationships with both the parents, local schools and external agencies. The setting's self-evaluation clearly highlights areas for improvement, taking into account the views of others.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with 19/05/2010

the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare)

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

- improve the assessment process to clearly identify where children are in their learning and development and plan the next steps for children
- engage more in activities with children in order to extend and build on their knowledge and skills
- provide more opportunities for children to develop their independence, with particular reference to self-care skills

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well as there are sound safeguarding procedures which are available to both staff and parents. All staff have attended safeguarding children training and there is a robust system in place for ensuring all adults are vetted, which is updated and reviewed regularly. In addition, the manager and deputy are to attend training on vetting and barring procedures. Comprehensive risk assessments of the setting and the journey routes to and from schools mean that children can move around in a safe and secure environment where hazards have been minimised.

Staff show an awareness and understanding of equality and diversity, enabling them to provide a service which is inclusive for all. For example, responding to the individual learning styles of children with learning difficulties by obtaining additional resources and adapting activities for all children to access. The setting communicates extremely well with all parents and offers a flexible approach that enables the children to attend extracurricular clubs, as well as attending the setting each day. Parents are provided with lots of information displayed on a notice board and in the welcome pack and regular newsletters. Parents speak highly of the setting and correspondence forms are used to share information between the setting, the school and the parent. The breakfast and after school club have excellent links with the local schools it collects from, sharing appropriate information to support children's well-being. The setting also liaises with outside agencies, such as the Extended Schools Consortium, from which it receives support. The written policies and procedures are clear and detailed for parents, although a requirement has not been met with regards to obtaining information about who has parental responsibility for each child.

Staff demonstrate a commitment to reviewing the setting's practice through the appraisal system as well as an effective self-evaluation. Feedback is sought from parents, on a regular basis, by way of a parental questionnaire and children have opportunities to contribute their likes and dislikes, within the setting. This information is collated and an action plan put in place to address the issues highlighted. Plans are well-targeted to bring about further improvement.

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

Children make progress in their learning and development, participating in lots of activities and experiences that stimulate their interests and that cover all six areas of learning. However, the assessment process does not clearly show where children are in their learning, which makes it difficult to plan their next steps. Children are able to attend lots of extracurricular activities outside of the setting, such as dancing and football, and are provided with a wide range of resources and activities. They use the communal field outside to play unihoc, use the parachute and walk on stilts, as well as playing team games inside, such as 'sharks' and 'musical statues'. Children have opportunities to do activities, such as reading, homework and puzzles, in a quiet area.

Children appear happy and confident within the setting and staff know them well. They select resources and play happily on their own or with other children. However, children's independence is not fully promoted as they lack opportunities to take care of their own needs. For example, at mealtimes children were served their sandwiches and fruit by staff and were not encouraged to pour their own drinks. Children are able to create, using 'plaster of Paris', Hama beads and make their own pizzas. They often go on walks around the village, collecting conkers, leaves and were excited to find clay down by the ford. They use a variety of resources to make junk models and plant different seeds in pots. However, at times, staff do not engage in children's play and therefore miss opportunities to extend their learning or build on their skills. Children are involved in drawing up their own wish list of additional resources they would like.

Children are developing a very good understanding of keeping themselves and others safe. For example, they wear high visibility arm bands and jackets whilst walking back from school. Children are provided with lots of information about bullying, road safety and some of the older children have even been involved in conducting their own risk assessments. They practise the fire evacuation procedure regularly and improvements have been made in response to the evaluation of the fire drills. The police community support officer often visits to talk about road safety and stranger danger, and other visitors to the setting introduced Makaton signing and Indian dance to the children. All staff have first aid training, and sanitising gel is used by children in addition to them being reminded to wash their hands before eating. The menu is displayed for parents, which is heavily influenced by children's likes and dislikes, as well as catering for specific dietary requirements. The setting has a list of rules devised by the children and kind, helpful behaviour is rewarded by using a sticker chart.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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

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