

# Salfords W.A.S.P.S After School Club

Inspection report for early years provision

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**Unique reference number** 122622  
**Inspection date** 12/01/2011  
**Inspector** Gillian Cubitt

**Setting address** c/o Salfords First School, Copsleigh Avenue, Redhill,  
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**Telephone number** 01737 762940

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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

Salfords W.A.S.P.S After School Club registered in 2001. It operates from the main school hall at Salfords County Primary School, near Redhill, Surrey. Outdoor play facilities are available through the use of the enclosed school playground. The club serves children attending the school. The after school club runs from 3.15pm to 5.45pm, Monday to Friday, during term time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 24 children. There are currently 36 children on roll, of whom four children are in the early years age range. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. There is a team of four staff who work with the children, all of whom hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

There is a relaxed and happy atmosphere in the setting. Children are generally safe. They make free choices from a broad range of activities and develop sound relationships with staff and their peers. The manager and staff work to improve the setting by continuing training and maintaining close partnerships with parents and the school. There is some improvement required in the organisation but overall, their on-going evaluation, completed by staff and parents, identifies some sound areas for development.

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

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

- review the risk assessment regularly, at least once a year or more frequently where the need arises (Suitable Premises). 18/02/2011

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

- improve the provision for equality and diversity by noting the home language and customs of the children who attend
- improve the organisation of snack times to promote children's social interaction and skills of food preparation
- develop further the use of observation and assessment to ensure that planned activities build upon what children know and can do, and also to ensure that the provision enhances the children's early years experiences they receive elsewhere.

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

All staff are familiar with the setting's policy and procedure for safeguarding. The manager has a good knowledge of the procedures and ensures staff are kept up to date with the latest training. Children are generally safe because they play in a secure school environment where risk assessments are carried out. However, the club does not review their risk assessment as the need arises, which impacts on children's overall safety. This is breach of requirements. Other documentation such as the register, accident and medication records are well maintained.

Children learn about the world around them through a range of activities that includes exploring festivals and celebrations from various cultures and religions. The club has resources to promote equality and diversity. However, staff do not note the cultural backgrounds of the children who attend to make the exploration of other cultures more meaningful and inclusive.

Staff work well with the teachers within the school, effectively communicating the needs of the children. They receive feedback from the teachers to pass on to parents. This is particularly evident when children have additional needs, where there is a secure partnership with teachers, staff and parents in sharing relevant information to support children. Parents benefit from the friendly, open approach from staff and many parents comment on how much their children enjoy their time at the club. Parents' views are taken seriously and they are encouraged to provide feedback either through questionnaires and/or the suggestion box.

All staff contribute to the club's self-evaluation. They have met the recommendations from the last inspection. They have also made further improvements especially with regard to accessing training. All staff are qualified and actively seek other areas for their development, such as applying for the Disabled Children Act training course. This added knowledge aids staff in their support of children.

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

Children in the early years have their own key person who ensures parents are kept informed about their general progress or any concerns that arise. Staff make some observations to assess children's progress towards the six area of learning and these are passed on to the children's class teachers. No documentation with regard to observations is kept in the club, although individual key persons have an awareness of children's developmental stage. This means that planning does not always reflect every child's needs and their next steps for learning, resulting in the club not fully enhancing the early years experiences children receive elsewhere.

Children have a strong sense of belonging to the club and this is demonstrated by their contribution to writing their own ground rules: the 'do's and don'ts for behaviour'. This reinforces children's approach to their own safety including respecting each other, taking turns and resolving differences in an appropriate way.

Many resources help children develop skills for the future and let them unwind after a full day at school. For example, key equipment is available such as the computer and television, together with a craft and construction area. The book corner has some very interesting books but this is not always inviting to attract children's interest. Children access the 'choice book' if they want to ask for resources that are not set out. This develops their confidence and independence. Children develop their coordination skills playing computer games as well as interacting with others using the table football. They enjoy making constructions with the interlocking bricks and coloured straws, developing their imaginative thinking. They also have access to scissors, glue and paint to create individual collages. These activities, together with board games and the opportunity to use suitable computer programmes, give children opportunities to develop in all six areas of learning.

Children's good health is promoted in the setting and they enjoy nutritious snacks such as apples and yoghurt which are provided by the staff. Children enjoy eating their snacks while watching television; however, this limits the development of their social interaction and, as food is prepared for them, skills in the preparation of food, conducive to a healthy lifestyle. Children have opportunities to play in the school grounds, benefiting from team games and nature walks.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

<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	3
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