

# WASP Club (Waddington After School Provision)

Inspection report for early years provision

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<b>Unique reference number</b>	EY239908
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Andrea Paulson
<b>Setting address</b>	Waddington & West Bradford C of E Primary School, West Bradford Road, Waddington, Clitheroe, Lancashire, BB7 3JE
<b>Telephone number</b>	01200 422 915
<b>Email</b>	
<b>Type of setting</b>	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**

Waddington After School Provision registered in 2002. They are registered for 24 children aged four years to eight years. The group is open Monday to Friday, from 3.20pm to 5.45pm, term time only and operates within Waddington and West Bradford Primary School in Waddington village, Clitheroe, Lancashire. The group is managed by a committee and runs independently from the school.

The group is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 80 children on roll, including some children over eight years of age. Places are allocated to children who attend the primary school and are flexible to the needs of working parents. Children have access to the main school hall, toilet facilities and an outdoor playground.

There are six staff working directly with the children on a rota basis and this includes the supervisor. Four staff have suitable qualifications in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides an inclusive and welcoming environment where all children settle very well and enjoy the generally stimulating activities on offer. Thorough policies and procedures are implemented consistently to maintain children's safety and welfare. The manager and staff work hard to continuously improve the setting and effectively self-evaluate in order to plan for further development. Staff have a good understanding of the Early Years Foundation Stage and know the children very well as individuals, so that each child's needs are met. Excellent working relationships with the host school, parents and carers are very well established to significantly promote children's continuity of care and learning.

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

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

- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and the natural world.

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

Children are safeguarded through the consistent implementation of thorough policies and procedures. Robust systems are in place to ensure that all staff are appropriately vetted to confirm their overall suitability to work with children. The manager and staff work well together to meet their responsibilities in safeguarding

children's welfare. Well-organised, updated documentation promotes the safe management of the provision and consistent security procedures keep children safe. Risk assessments are reviewed regularly and safe practices are followed.

The manager and staff work closely to provide a well-organised, welcoming environment. As a result, children settle well and are fully engrossed, having much freedom of movement and choice of easily accessible resources. Staff know the children well as individuals and are, therefore, able to effectively meet each child's individual needs. Staff are skilful in adapting activities to varying ages and abilities so providing good individual learning experiences. They undertake training to extend their knowledge and skills, resulting in better outcomes for children. The manager is well qualified, experienced and highly motivated to develop the provision. The well-established staff group contributes significantly to continuous improvement to further benefit the children. In-depth self-evaluation is conducted which includes feedback from the committee, host school, staff, parents, carers and children. The recommendation from the previous inspection has been appropriately addressed, which demonstrates the aim of the setting to continuously improve.

Excellent relationships have been established with the host school, parents and carers and other early years professionals. Comprehensive information about children's welfare and learning is shared with parents and carers and other professionals, including individual journals, so that continuity of care and learning is significantly promoted. Extensive conversation takes place as children are collected from the school and by parents and carers. As a result, the individual needs of children are taken into account when organising routines, so that they are fully included. Feedback from parents and carers reflects the high regard for the staff and how happy the children are at the setting. Staff actively promote equality and diversity and ensure children are fully integrated.

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

Children make good progress and are well cared for as staff have sound knowledge of the Early Years Foundation Stage and of each child's individual needs. Observations of children's achievements closely link to the areas of learning and are used very well by staff to plan the next steps in learning, such as identifying more letters. In this way, individual progress is further supported through planning appropriate challenge.

Children are happy and relaxed in their play and confident in their interaction with their peers and adults, so demonstrating positive relationships and the development of strong social skills. The standard of behaviour is exemplary with children developing their own code of behaviour and demonstrating excellent manners, often unprompted. They are encouraged to contribute by way of expressing their own ideas and through the use of questionnaires. Staff are flexible in building on children's ideas, such as making the quiet area dark so that children can explore with torches. Children enjoy activities, such as art and craft and demonstrate much pride in the biscuits they baked. They, therefore, feel valued

and very much part of the setting.

Children gain skills and confidence in self-expression as staff encourage them to verbalise their thoughts through much conversation and role play. Staff are skilful in adapting activities for the whole age range as children benefit from appropriate individual support when baking. The provision for children to practise skills in information technology is strong. A wide variety of resources and activities reflect their own community and the wider world. Staff skilfully reinforce children's learning in literacy and numeracy during spontaneous play.

Children enjoy much physical activity, both indoors and outdoors, so building up their strength and enjoying plenty of fresh air. They develop good coordination and manipulation skills as they explore the adventure playground and use small tools to make art collages. However, opportunities for children to investigate and explore the features of objects and the natural world in the outdoor environment are not maximised. Children develop good awareness of healthy eating as they enjoy nutritious snacks to help them 'grow strong'. Individual appetites and diets are well catered for as staff take care to ensure that each child is sufficiently nourished. Children learn how to keep safe through routine practices such as keeping to consistent boundaries outside. They, therefore, develop skills for the future as they grow in confidence, develop their computer skills, and become increasingly proficient in language and numeracy.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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