

St Thomas's Wasps

Inspection report for early years provision

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Inspector Sheila O'Keeffe

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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

St. Thomas Wasps is privately owned and managed. It was registered in 2008 and operates from a community room, school hall and associated facilities within St. Thomas Church of England primary school in the Stockton Heath area of Warrington. There is a large area for outdoor play. The vast majority of children attend from the host school. Children from other settings may attend. A maximum of 40 children aged under eight years may attend at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 11 years of age. The setting operates before school and after school, Monday to Friday during term time from 8am to 9am and from 3pm to 6pm.

There are currently 50 children on roll. Of these 18 are under eight years and of these, five are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and one holds qualified teacher status. In addition an operations manager oversees the running of this site. The setting receives support from the host school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St. Thomas Wasps provides a welcoming, caring and safe environment where children can relax before and after school and have fun learning with their friends. The manager and staff ensure all children are included by catering well for their individual needs. They make good progress in their learning and development, particularly in their social skills. Staff are effective in continually seeking ways to develop the setting, demonstrating good capacity for continuous improvement. Partnership with parents and carers is strong and mostly effective with other settings.

What steps need to be taken to improve provision further?

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

- enhance systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of learning and development

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the setting's procedures to safeguard children. For example, they know how to report any concerns and training is updated regularly, which helps to protect children from harm or neglect. Staff are vigilant and risk assessments are in place to minimise any danger and ensure safety, particularly in the large outdoor area. The premises are checked regularly and are clean and safe. Good arrangements are in place to ensure the safe arrival, registration and collection of children by parents or carers. Clear systems ensure all staff are suitable, qualified and have relevant experience to care for children. Shared information with the school and other partners benefits the children, ensuring their needs are well met. This is particularly true for children with special educational needs and or/disabilities. Good procedures and resources promote inclusive practice, equality and celebrate diversity.

Engagement with parents and carers is good. Comments made by parents and the feedback questionnaires that they complete are very positive. They express how much they value the setting and how their children enjoy themselves and are well cared for. Communication is well developed through newsletters, the information area and daily exchange of information through conversations to ensure they are well informed.

Staff work well as a team and meet on a regular basis to share information and plan activities. Self evaluation is good and includes fully all staff and ensures improvement through the identification of strengths and areas for development. For example, staff have received additional training to assist pupils with specific needs. Children's assigned key workers record observations of the children to inform planning and extend children's learning. Whilst partnership with early years settings are good overall, further development to share regular, ongoing and updated information with regard to children's learning and development needs would enhance planning and outcomes for individual children.

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

Children are very well cared for and make good progress in their learning and development. Staff routinely ask children about their interests and gather their opinions about resources and future activities they would like. This in turn supports the planning and topics for each term. Staff respond well to children's needs and provide good opportunities and encouragement for them to follow their interests and develop their independence. For example, children make pyramids with construction toys and are challenged to make them taller or use different colours. The staff promote good language development by their positive prompting and enthusiastic responses when supporting activities. The setting places a strong emphasis on social, creative and physical skills through play and also ensures other areas of learning are addressed consistently. Staff respond swiftly to the requests of the children. For example, a space was cleared for children to enjoy indoor

skipping with the staff, as the weather prevented outside play. Children have a good awareness and understanding of healthy lifestyles. They remember to wash their hands before enjoying a good range and choice of healthy snacks. Children can rest and relax in quiet spaces and choose from a good range of books to read and other resources. In the creative area children extend their ideas when making butterflies and choosing from a wide range of materials to create them. Children demonstrate how to be safe in the careful way they conduct themselves when playing and moving around the setting. The staff regularly use road safety equipment which enables the children to take part in role play to learn about keeping safe.

The extent to which children make a positive contribution is outstanding. Children are highly confident and demonstrate excellent levels of co-operation and behaviour, enabling them to interact extremely well and spend time after school enjoying each other's company. They show great respect for each other and for staff. They are very aware of disability issues demonstrated by their tremendous support for each other. A fine example of their understanding of diversity is that they are keen to learn sign language from a visiting tutor. They explore positive images and are engaged in meaningful projects to explore fully different religions and cultures.

Children thoroughly enjoy all the activities on offer and spend quality time with their friends. They are extending their learning and development in a fun environment. Overall, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	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	1
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