

WACI (Welton Afterschool Club Initiative)

Inspection report for early years provision

Unique reference number	EY266268
Inspection date	12/05/2011
Inspector	Gail Robertson
Setting address	Welton Primary School, Radstock Road, Midsomer Norton, Bath, BA3 2AG
Telephone number	01761 413131
Email	eheal@talktalk.net
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

WACI (Welton After School Club Initiative) was registered in 2003. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club operates from the dining room of Welton Primary School in Midsomer Norton, Somerset. The club has access to a kitchen, toilets, the playgrounds and grounds of the school. There is disabled access and facilities inside. It is open to Welton Primary School pupils only from 3.15pm to 6pm during term times. The club may care for no more than 24 children under eight years; of these, not more than 24 may be in the early years age group, and of these, none may be under four years at any one time. Currently there are 52 children on roll who attend on a part-time basis, 22 are Early Years children. The club welcomes children with special educational needs and/or disabilities. There are four staff, three of whom hold a relevant qualification and the fourth studying for qualification. The club is owned and managed by a committee of parents, who employ a club manager and play staff to organise and run the sessions. The club has links with the host school and other providers of Early Years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

WACI provides good care in an inclusive setting. The club is a happy and secure place that meets the needs of children. Children are encouraged to have a strong sense of community. They also develop club rules and have every trust in the staff. A good range of activities meets children's needs and they achieve well. Most areas are well planned or used effectively. Most relevant documentation is in place. Parents and carers have confidence in the care offered and in the safety of the children. Effective review of the provision shows the club has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- keep a record of every fire drill that takes place
- improve the area used by children so they can rest in comfort when they are tired.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are a priority including those that ensure staff are suitable to work with children. Training in this aspect is taken regularly and jointly with the host school so that all adults on the campus are aware of their responsibilities. Risk assessments are thorough and cover all aspects of the club's

work. Fire drills are regular, but are not always recorded in the evacuation book. Staff collect younger children from their classroom and talk with the teacher about any information that they need to share. Once in the club, children self register, with the time of arrival. This is checked by the deputy. The children and parents and carers sign and record the time of leaving and again it is checked.

At the time of the inspection, the manager was not present due to other duties. However, her deputy and staff ably took over the daily running of the club. Adults work effectively as a team together to ensure the club runs smoothly at all times. The manager has completed the Ofsted self-evaluation form in a thoughtful and honest manner. Everyone involved in the club has contributed to the document. It is used as an effective tool that supports new developments and shows where the manager plans to make further improvements.

Staff are consistent in the way in which they help children to make the right choices. They and children have signed the club charter and keep to the rules. Children respond positively to these expectations. Staff develop children's learning well because they know their needs and interests. There is no discrimination. Staff provide children with equal opportunities to be involved in all the activities so none are excluded. The club works closely with the school in supporting children who have physical difficulties and other special educational needs. In these ways, the club ensures children are happy and make good progress whatever their need.

The club works well with the host school. The head teacher is a frequent visitor. They have a good working relationship. Staff plan for children to use the school grounds to explore, discover and wonder at the natural world, to play football, run around rigorously, or to go fast on their scooters. Staff maximize this resource in their planning of the daily programme. There are links with the local authority through training courses taken by the staff. Other links are more limited because the club does not currently have a need to develop a wider range of partnerships. Parents and carers are fully consulted about the care provided and kept informed of their child's interests and progress. There are informative diaries called scrap books where staff record of children's achievements. The hard work of the staff is much appreciated by parents and carers. One said 'I couldn't manage without the club.'

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

All children have a happy time here. Routines are well established and this gives children confidence, self reliance and a sense of security. Daily activities ensure that children's needs and interests are being met. The early years children continue to develop particularly in their personal, social and emotional and physical development. Children are used to putting their suggestions forward verbally and in writing. They are comfortable in making their own choice of activity and independently find what they want to play with. These include activities across the areas of learning. However, children do not go readily to the relaxing area as it is not sufficiently attractive and there is not always enough to do there. A highlight of the week is going to the school technology suite to practice their skills and develop

knowledge of computing.

Some children change into their after-school clothes as soon as they arrive. Others quickly put on a role play costume and begin their creativity. Children of all ages feel safe and secure. They said, everyone is kind to each other. They learn to keep themselves safe and said they knew what to do in an evacuation drill. Older children look after younger ones and there is a good family feel to the club. There are rules which they have helped to devise and signed up to. They behave extremely well and treat each other with kindness, respect and courtesy. Everyone learns how important it is to be tolerant and fair.

Children have a good understanding of keeping themselves healthy. They know that exercise is good for them. They love being outdoors and like a rigorous game of soccer. They are allowed to exercise on their scooters and repair them if they get broken. Children have good habits related to their personal hygiene and know that they must wash their hands before tea. They know what food is good for them and what they must avoid. One said after looking at the label on the peanut butter jar, 'Cor this has a lot of salt in it.' The rolling four-weekly menus introduce children to foods from all over the world. It is clear that they have a good understanding of the importance of a healthy lifestyle.

Children are happy and contented. Everyone is responsible for tidying up after themselves, to stick to the club rules and to support each other. All these experiences help to prepare the children extremely well for the future and to show them how they can contribute to a harmonious local community. For example, the club has made friends with the local nursing home and visit the people there. The club has invited the residents to tea and entertained them in the club. In turn, the nursing home is a regular fund raiser for the club. Children also go into the local area to litter pick and ensure their locality is well looked after.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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