

Bruche Wasps

Inspection report for early years provision

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Inspector Virginia Taylor

Setting address Seymour Drive, Padgate, Warrington, Cheshire, WA1 3TT

Telephone number 01925 818689
Email wasps@btconnect.com
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

Bruche Wasps was registered in 2001 and is privately owned and managed. It operates from a self-contained single storey building in the grounds of Bruche Community School in Bruche, Warrington. Children have access to a secure enclosed outdoor play area. A maximum of 36 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 9am and from 3pm to 6pm term time only. Holiday care is provided from 8am to 6pm. The setting serves the host school and a number of other local schools in the area.

There are currently 31 children on roll. Of these 17 are under eight years and of these two are within the early years age range. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three full time staff who work directly with the children. Of these, two hold a National Vocational Qualification at level 3 in early years. Additional staff are available if needed from the staff pool and this compliments the staff team during school holidays. The Wasps Link Club organisation provides administrative and clerical support. The organisation receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bruche Wasps creates a welcoming and fully inclusive environment. Children's individual needs are well known to staff ensuring that they make good progress in their learning and development. Children's care, welfare and safety are well promoted as a result of effective team working and clear policies and procedures. The setting has built friendly relationships with parents and carers and overall, partnerships with other early years professionals are good. Capable leadership and management and good systems for self-evaluation results in a setting which demonstrates good capacity for continuous improvement.

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 care and learning.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of the procedures to be followed in order to safeguard children. Good recruitment, vetting and induction procedures are in place to ensure the suitability of all staff working with the children. All required documentation is well maintained and regularly reviewed in order to promote the safe and efficient management of the setting. Staff complete detailed daily risk assessment checks to ensure the environment is safe, clean and fit for use. Good staff ratios ensure children's safety and well-being at all times.

Staff are committed to their roles. They meet regularly to discuss the quality of the setting and children's progress and development. They are committed to enhancing their own skills and knowledge through on-going training opportunities. The successful completion of the recommendations raised at the last inspection and good self-evaluation and action planning demonstrates the setting's commitment to driving improvement. Staff organise the space and resources well in order to provide the children with a fun environment where their learning and development is fostered. Inclusion and equality and diversity is actively promoted in the setting and staff ensure all children have equal access to all opportunities and resources.

Good relationships have been established with parents and carers. The setting offers clear and relevant information on what the children are doing, so that parents and carers can become involved in children's learning if they wish. For example, they have access to detailed and informative notice boards, policies and procedures and yearly parental questionnaires. Newsletters are also issued on a termly basis. Parents and carers spoken to confirm their satisfaction with the setting and how happy their children are with the activities provided. The relationship with the host school is good and clear links have been established with other early years professionals to ensure children's needs are planned for. As a result, the individual welfare and care needs of children are taken into account when organising routines, so that they are fully included. However, the consistent sharing of more regular information about children's on-going progress and achievements with other early years settings, where children also attend, is less well developed in order to ensure a complementary curriculum and continuity of learning.

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

Staff have a good understanding of the learning and development requirements and use this knowledge to offer children access to a wide range of activities and experiences. An effective key person system is in place which ensures children feel safe and secure, and as a result they make good progress in their learning and development. Key persons' undertake detailed observations of children's progress and achievements and use these effectively to complete developmental records. Good use is made of photographic evidence within these records. For example,

physical, imaginative, knowledge and understanding of the world and information communication and technology skills are all clearly shown. These are clearly linked to the areas of learning and effectively identify individual children's next steps in learning.

Children arrive at the setting eager to join in with others and they independently select activities from the range available. Their behaviour is good as they happily share, take turns and help others who need help, for example in the construction area. They have a good variety of opportunity to write, mark-make and use books so their literacy skills are promoted. Children have access to a good range of books and enjoy sitting and reading on the two comfortable sofa's provided. They count, match, sort and solve problems as they build and construct. Photographic evidence displayed around the setting indicates that children experience a wide range of activities and are aware of equality and diversity. For example, children celebrate Diwali and Chinese New Year. Visits from the local Rangers Service encourage children to lead healthy lifestyles and provide good opportunities for physical exercise.

The setting meets children's health needs well. Children develop good self-care skills as they are encouraged to wash their hands at appropriate times such as, before breakfast and after using the toilet. They are encouraged to help others who may require their help. For example, older children confidently help younger children to pour milk onto their cereal. They understand that they have responsibilities to other members of the setting and learn the value of team work, for example laying the table for breakfast. Children take their responsibilities seriously and value the independence the staff offer them. The children have devised their own 'club rules' which are clearly displayed on the wall. Children enjoy healthy snacks, and have access to fresh drinking water at all times. Children regularly participate in planting, growing and healthy eating projects. For example, they eagerly make smoothies from the strawberries that they grow. The activities and opportunities offered to the children in the setting; staff interaction and commitment clearly supports the good development of children's skills for the future.

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	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