

Wing Bats

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Wing Bats after school club was established in 1995. It is run by a management committee made up of parents and staff from the local school. The club operates from the hall of West Byfleet Infant School, Surrey; it also has sole use of the ICT suite and a secure outside playground and adventure trail. The children attending are mainly drawn from the infant and junior schools on site. However, the club is open to children from other schools and serves the local community. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. It accepts children from the age of four to 11 years who attend full time education. The club is open Monday to Friday from 3.15pm to 6pm. It operates for 38 weeks of the year during school term time. There are currently 108 children aged from four to 11 years on roll of whom 15 fall within the Early Years Foundation Stage. Children attend for a variety of the sessions on offer. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The club employs ten staff, five of whom hold relevant National Vocational Qualifications at level 2 or 3, with one working towards a Foundation Degree in Early Years. The club receives support from the local authority .

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The club offers children an extremely welcoming, supportive and secure environment, where they are valued and generally encouraged to have lots of fun, indoors and out. The children are excited and eager to come into the club, and are greeted by enthusiastic staff. The club has a well-established team of staff who demonstrate an extraordinary knowledge of the children's individual interests and needs. The leadership and management of the club are highly effective, and all previous recommendations have been met. The way in which they reflect on their practice is highly impressive and shows an exceptional capacity to maintain continuous improvement. Partnership with parents is exemplary, so helping ensure that all children make outstanding progress at Wing Bats.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing more opportunities for the children to take part in physical activities inside, especially when it is not possible to access the outside area.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding are highly effective; all records and documents are regularly updated. Information is confidentially stored in accordance with guidelines. The club is highly committed to ensuring the safety of all children and protecting them from harm. All staff receive safeguarding training, regularly update qualifications and undertake additional training, so keeping their knowledge and skills up to date. The club ensures that staff have suitable background checks and extremely robust vetting and recruitment procedures are in place. It operates from the infant hall and benefits from the extensive security features the school has in place. Staff understand and implement policies and procedures for the club as stipulated to keep children safe.

The leadership and management of the club are exceptional. The management committee is extremely supportive and works closely with all staff and parents to identify areas for improvement most successfully. The club staff welcome the support they receive from local authority personnel, who work with them to implement a recognised quality assurance scheme. Staff use this evaluation system highly effectively to drive improvement. The management undertakes 'spot checks' to monitor provision. The staff are exceptionally enthusiastic and focused on ensuring the children enjoy their time at the club. They encourage the children to take ownership of the club by involving them in planning activities and drafting rules to follow, which are displayed on the wall.

There is an excellent variety of resources set out for the children to choose from. Staff rotate these daily and plan the selection to reflect activities and events happening in school and the local community. They demonstrate an excellent knowledge of the children as individuals and build up extremely positive trusting relationships with the children and their families. Such knowledge of individual children and their families leads to staff providing for children's individual requirements extremely well.

Partnerships with other agencies, and links with other early years settings, are outstanding. The club enjoys highly effective communications with the schools it serves especially the infant school, where some of the staff also work. This liaison helps provide high quality continuity of care, as these staff know the children and how they have been during the school day. The club works closely with the school in sharing training, provision and information, which also helps drive improvement successfully.

The relationships the staff have with all parents in the setting are extremely positive. The parents are keen to support the club and volunteer to come in to share skills with the children, as well as volunteering to join the management committee. Excellent communications keep parents informed about their children's progress. Parents benefit from regular detailed discussion with staff when they collect children. Clear, concise newsletters keep parents informed about events and activities that planned.

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

All staff motivate and inspire the children to achieve their full potential. They are devoted to providing high quality play provision which meets the needs of all children attending. The children make excellent progress and are given a wealth of opportunities to interact with friends and siblings.

The challenging activities and resources enable the children to make countless choices, to extend their learning. There is a strong emphasis on developing children's personal, social and emotional development. Children's confidence helps them to become inquisitive about their environment, exploring and co-operating with others. The play experiences complement those offered by the school. A firework theme is carried on at the club with the children making paper fireworks and discussing the imminent school firework display.

Throughout the session children chat with their friends and the staff and make decisions about what they like to do. Behaviour in the club is exemplary, all children are kind, caring, and willing to help and co-operate in games and activities. The children listen to each other and enquire if friends are feeling alright. They are very aware of how to use tools safely and keep themselves and others safe. Staff offer excellent safety reminders about standing well back when someone is using a hammer, and on how to watch fireworks safely.

The children demonstrate high levels of independence; at snack time they butter their own toast and crumpets, and pour their own drinks. The food at the club is healthy and meets the dietary requirements of the children attending. The staff ensure that all children receive a snack, keeping the kitchen open for children coming into the club from other afterschool activities.. Once they have finished, the children tidy up by scraping plates and placing them in a bowl ready for washing up. This is carried out promptly without the staff having to remind them. There are excellent opportunities for the children to exercise outside using the sports equipment, or through exploring the adventure trail. The dark nights bring new opportunities for the children to investigate, by wearing high visibility jackets and using a variety of torches. Opportunities to exercise inside are not as abundant. The staff are adept at providing stimulating activities that engage children. All are encouraged to try new activities. Staff listen to the children's ideas and extend their learning, for example, by providing wood for children to saw at the work bench.

Staff observe children carefully; praise and encourage them to complete activities, celebrating their achievements with a 'high five'. All children are totally actively involved in their learning. They ask for help with homework or setting up a different computer game in the information and communication technology suite. The younger children seek out others to discuss who is picking them up, then look to staff for a reassuring cuddle and a look out of the window at the dark night. They are immensely inquisitive about the world around them.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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