

Croft Wasps

Inspection report for early years provision

Unique reference number EY416959
Inspection date 12/12/2011
Inspector Vickie Halliwell

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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

Croft Wasps is privately owned and was registered in 2010. It operates from St Lewis's Catholic Primary School in Croft an area of Warrington. Children have access to a pre-school room and computer suite The out of school club serves the children who attend St Lewis's Catholic Primary School and another school in the area. There is a fully enclosed rear play area for outdoor play,

A maximum of 40 children may attend the setting. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and those who speak English as an additional language. The out of school club opens five days a week. Sessions are from 3.15pm to 6pm term time only. Children are able to attend for a variety of sessions.

The club employs four members of staff, of whom two hold appropriate early years qualifications. The setting is overseen by an operations manager and receives support from Warrington Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Croft Wasps out of school club satisfactorily promotes all aspects of children's welfare, however, attention to some written documentation and the implementation of some established systems is not fully effective. Children are warmly welcomed and enjoy good relationships with the staff, who provide a largely child-led session. As a result, children enjoy their time at the setting and make some progress in their learning and development. Parents are adequately informed about the provision, although some parental consents lack clarity. Partnerships with other providers are not fully developed and systems to evaluate the effectiveness of the provision are established but are not fully effective.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the manager is able to implement an effective safeguarding procedure in the event of an allegation been made against a member of staff (Safeguarding and welfare) 27/12/2011
- maintain a daily record of children's hours of attendance (Documentation) (also applies to the Childcare Register, CR8) 27/12/2011

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

- improve the educational programme so that children are provided with a balance of adult-led and freely chosen activities and experiences, which help them make progress towards the early learning goals
- improve recruitment and vetting procedures to ensure CRB disclosures are handled in accordance with the Criminal Records Bureau Code of Practice
- update policies and procedures to ensure the complaints procedure includes relevant contact details of the regulator; also review the system for obtaining parental consents to ensure sufficient information is documented
- liaise with other providers delivering the Early Years Foundation Stage to children within the setting to ensure progression and continuity in children's care and learning.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded because staff have a satisfactory knowledge and understanding of child protection issues and are able to implement appropriate procedures if they are concerned about a child. However, the on site manager is unclear about the procedures to follow in the event of an allegation of abuse being made against a member of staff, although she is clear that she would report the allegation to the operations manager who is able to implement appropriate procedures. Vetting and recruitment procedures are mostly satisfactory. The setting ensures all staff have a Criminal Records Bureau check, but in one instance this has been completed by a previous employer. This is not consistent with the Criminal Records Bureau Code of Practice. A written risk assessment is conducted and appropriate action is taken to minimise hazards, consequently children play safely within the setting.

Some aspects of leadership and management are weak, senior management have a clear vision for the provision, but this is not consistent with the on-site manager. A process of self-evaluation is established but this does not give an accurate appraisal of the provision. Most required documents are completed although systems lack rigor, for example, records of children's attendance are maintained but do not include children's arrival times and staff rely on parents to record children's departure times. In addition, parental consents are sought on children's admission forms via tick boxes, but limited information is recorded so it is not always explicit what parents are giving parental consent for. A wide range of written policies and procedures are in place but these have not updated for some time. Senior management have recently reviewed policy documents but these have not yet been implemented within the setting. Consequently, the complaints procedure includes out-of-date contact details for the regulator, although an additional poster is displayed in the reception area with up-to-date information.

Relationships are a strength within the group and the setting provides an inclusive service. Staff warmly welcome children and their families and information is exchanged informally as children are collected. Parents report they are happy with the service and that their children enjoy their time at the setting. Parents are adequately informed about the provision and are encouraged to share information

which enables staff to meet children's health and care needs. There are no children attending who have special educational needs or disabilities, but the manager is aware of the importance of working with other agencies. Partnerships with some other providers delivering the Early Years Foundation Stage to children within the setting are established, although little information is exchanged in relation to children's individual learning and development.

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

Children enjoy their time at the setting; they happily share details of their time in school and talk about what they would like to do during the evening. Children make meaningful choices about how they spend their time and become absorbed in activities of their choice, although this impacts on the range of opportunities and experiences children benefit from. The child-led nature of the setting means that children spend prolonged periods of time and in some cases much of the evening engaged in the same activity. For example, using the computer. Planning is limited, but does provide opportunities for children to engage in a varied range of activities if they choose to, such as, decorating biscuits and Christmas arts and crafts. Written observations are completed which indicate children's capabilities; although these are not used to help staff plan activities to help individual children make progress towards the early learning goals.

Children have formed attachments with their peers and older children within the group and show care and concern for others. Older children voluntarily offer support to children in the early years age range when they struggle with computer programmes, explaining how to negotiate complex aspects of the game. Children are developing strong ICT skill and use the mouse confidently to control the cursor, which enables them to select and play a wide range of games. Children enjoy colouring Christmas tags and are well supported by staff as they write their own name or message inside their cards. They operate with increasing independence and select the resources they need, such as, scissors and glue. Children have some interesting opportunities to learn about the cultures and beliefs of others, for example, children spend an evening designing imitation henna tattoos, whilst a member of staff explains the importance of henna tattoos during Indian celebrations. Children have routine opportunities to be physically active as they play outdoors in the school grounds and are encouraged to develop healthy eating habits because a range of healthy snacks, for example, toasted bagels and fruit are offered after school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make copies of the written statements of safeguarding and complaints procedures available to parents (CR9.1) (also applies to the voluntary part of the Childcare Register) 27/12/2011
- take action as specified in the Early Years section of this report CR8 27/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in under the compulsory part of the Childcare Register (CR8, CR9) 27/12/2011