

Hollins Green Wasps

Inspection report for early years provision

Unique reference number EY431468
Inspection date 31/01/2012
Inspector Carol Johnson

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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).

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

Hollins Green Wasps is one of 12 clubs run by Woolston Wasp Link Club Limited. The setting re-registered in new premises in 2011. It operates from within St Helens C of E Primary School in the Rixton area, Warrington and has use of a classroom, library, craft area and school hall. Children have access to the school playground for outdoor play. The club is open Monday to Friday during school term times. Sessions are from 8.00am until 9.00am and 3.00pm until 6.00pm.

A maximum of 24 children aged from three to under eight years may attend at any one time. The setting also offers care to older children. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs three members of staff. Of these one holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet several of the legal requirements of the Early Years Foundation Stage. Self-evaluation systems lack rigour and the effectiveness of leadership and management in driving and securing improvement is inadequate. Children are treated as individuals and benefit from relaxed and friendly environment and the variety of experiences that are available to them. Children's health is promoted well and they enjoy lots of physical play both indoors and outside. Partnerships with parents and others are satisfactory but systems for effectively sharing information, as appropriate, are not yet in place.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 28/02/2012
- implement an effective safeguarding policy and procedure and ensure that it is understood by all staff (Safeguarding and promoting children's welfare) 28/02/2012
- ensure all supervisors and managers hold a full and 28/02/2012

relevant level 3 and half of all other staff hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council) (Suitable People)

- ensure that records are easily accessible and available for inspection; this specifically refers to records used to assess the suitability of staff (Documentation). 07/02/2012

To improve the early years provision the registered person should:

- improve the two-way flow of information, knowledge and expertise between parents and practitioners
- lead and encourage a culture of reflective practice and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- provide a suitable secure area for the storage of confidential information and ensure that records on staff and children are only accessible to those who have a right or professional need to see them.

The effectiveness of leadership and management of the early years provision

Children's welfare is compromised and they are inadequately safeguarded because some regulations and duties are not met. Staff have not had any recent safeguarding training and are unable to implement an effective safeguarding policy and procedure. They do not have access to the guidance set out in the publication 'What to do if you are a worried a child is being abused- Summary' or up-to-date numbers for reporting concerns. The provider does not ensure that all records are easily accessible and available for inspection. The nominated person described suitable vetting and recruitment procedures but full evidence of this being carried out was not available for inspection. The club does have a selection of written policies and procedures but those that are currently on the premises contain some outdated information and are not easily accessible to parents. Also, there is no secure storage area for confidential information. The premises in which children are cared for is safe. Risk assessment records are appropriately maintained and staff carry out daily visual safety checks on the environment and equipment. All areas are clean and hygienic and the manager has completed appropriate first aid training. Children are only released into the care of authorised individuals.

Staff are friendly and approachable and a relaxed atmosphere is evident within the club. However, the personal and professional development of staff is not successfully encouraged. The provider is not meeting Early Years Foundation Stage qualification requirements and there is no named deputy who is able to take charge in the absence of the manager. Systems in place to monitor the effectiveness of policies and procedures and to evaluate the provision as a whole are inadequate. Strengths, weaknesses and priorities for improvement have not been effectively identified. Consequently, the provider's ability to drive the setting forward and target improvements where they will have the most impact on outcomes for children is impeded.

Children enjoy easy access to a suitable selection of toys and resources and are at ease in the familiar school environment. There are no children attending who have special educational needs and/or disabilities. However, the manager is aware of the importance of working closely with outside agencies to support children's welfare and development. The environment within the club is warm and welcoming and children have plenty of space to play and rest. Staff maintain friendly relationships with parents and carers and there are regular verbal exchanges of information. Parents interviewed during the inspection commented on how happy their children are in the setting. Staff ask children what they would like to do and provide experiences to suit their individual needs and preferences. General information is shared between the club, parents and school staff, for example, how children have been during the day and any accidents. However, children's progress and welfare is somewhat impeded because very little is shared in relation to children's learning and development and parents are not shown observation records maintained by club staff.

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

Children demonstrate through their actions that they feel safe and secure. However, their trust is misplaced because safeguarding arrangements are inadequate. Regulations and duties are not met and this has a negative impact on outcomes for children and the overall quality of the provision.

Staff observe children on a regular basis and use what they see and know to help assess each child's progress and plan for the next steps in their learning. Individual learning and development records are maintained for each child and these are used to build up a picture of their progress and time at the club. Staff help children to complete an 'All about me' form when they first start and this helps staff to gain some understanding of what they like and enjoy. Children are at ease with staff and readily go to them for comfort, reassurance and support. They follow familiar daily routines and growing friendships are evident between some of the children.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a health lifestyle. They wash their hands, as appropriate, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. They visit the local park and enjoy regular outdoor play. Frequent use is made of the school outdoor play areas and children play with balls, participate in team games and generally, run around and expend energy. Children enjoy a suitable mix of adult-led and child-initiated activities, both indoors and outside. A variety of resources are accessible to them and this includes computer games, construction toys and a range of craft items.

Children are gaining some of the skills they will need in the future as they use technology, develop independence skills and learn to communicate with others. They are learning to behave appropriately because staff provide them with positive

role models and encourage good manners and care and consideration for others. Club staff adopt a similar approach to behaviour management as the school and this helps to ensure consistency of care for the children. Good behaviour and achievement is promptly rewarded with praise and positive body language. Children are learning about themselves and the wider community in meaningful ways. For example, through discussion about their home lives and various planned activities based around a range of religious and cultural festivals.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
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 information about the registration system for the compulsory part of the Childcare register available to parents (Providing information to parents). 07/02/2012

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:

- make information about the registration system for the compulsory part of the Childcare register available to parents (Providing information to parents). 07/02/2012