

Howley Grange WASPS

Inspection report for early years provision

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Inspection date 06/03/2012
Inspector Becky 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).

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

WASPS out of school provision was registered in 2011 and is one of four settings run by the provider. It operates from a large hall and community room within Howley Grange Scouts hut which is located in Halesowen. The setting serves the local area and children are taken to and collected from Howley Grange School.

A maximum of 40 children between four and eight years may attend the setting at any one time, of whom no more than 24 may be in the early years age range. Older children may also attend. There are currently five children in the early years age range on roll. The setting is open each week day from 7.45am until 8.55am and 3.15pm until 5.45pm term time only, although the setting will operate for the occasional day during the school holidays. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting currently employs seven staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a lovely time in this child orientated setting which is based wholly on meeting the needs of out of school children. Staff and children interact positively together and staff have a good knowledge of children's individual needs. Children enjoy a range of activities which are entirely suitable to the provision, although personal choices and access to outside is sometimes limited. The setting has developed close working relationships with parents and the local school that children attend. The setting is able to identify areas for improvement, although formal systems to support this practice are not yet fully in place.

What steps need to be taken to improve provision further?

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

- allow children to make further choices within their play by extending the opportunities for them to select their own resources and their access to outside.
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Children are well protected within the setting. Staff are diligent in child protection matters and fully understand their roles and responsibilities in protecting the

children in their care. Child protection policies and procedures are clearly understood and meticulously implemented. Robust recruitment, vetting and induction procedures are in place. This ensures that all staff working with the children are suitable, capable and well qualified. Children are safe in the setting because staff are able to identify and minimise potential hazards and the use of risk assessments and daily check lists ensures that the premises are safe and secure. All required documentation is in place. A range of supporting policies and procedures enhances the good practice and ensures the safe and efficient management of the provision.

Staff are well qualified and show obvious enjoyment of being with the children. Their energy and enthusiasm is evident and this results in a setting which children obviously enjoy attending. The provider is very dedicated and hands on. She is totally committed to ensuring the best possible outcomes for children. The premises are mostly used to their full potential within the confines of the building. However, the outdoor area is not yet fully utilised to give children access to fresh air and outdoor activities on a daily basis. Staff are well deployed to allow children to move safely between activities. This ensures that they are supervised and supported at all times. Staff work cohesively together. They are able to reflect on their practice and can identify areas in which improvements need to be made. However, systems such as the use of the Ofsted self-evaluation form are yet to be fully implemented to ensure that improvement is sustained.

The setting is pro-active in fostering partnerships with parents, carers and other professionals. Parents' views are highly valued and the setting is keen to respond to the needs of the families who attend. Relationships with parents are friendly yet professional. Staff spend time at the end of every session chatting to parents and exchanging information. Parents speak highly of the setting. They say that they are happy with the service provided, that staff engage with the children, care for them well and spend time playing with them. They say staff are very conscientious with regard to children's safety and children have a lovely time here. Links with the school are being forged to help to further develop continuity in children's learning.

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

The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. They fully understand that at the end of the school day children need time to relax and spend time with their friends and appropriate time is given to this. Planning is very flexible to provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. Children are happy and settled as staff create a comfortable and relaxed environment for them which helps them to develop a sense of belonging. The room is set out before children arrive and they are able to select from the activities which staff have prepared. Staff have begun to implement a scrapbook system to enable children

to choose activities for the next day they attend. although this is still very much in its infancy. As a result, opportunities for them to freely choose on a daily basis are limited.

Children especially enjoy the craft activities. They become engrossed in the playdough, skilfully forming letters and making models, then proudly seeking out staff to show them what they have created. They construct beautiful aeroplanes with straws and building bricks, working alongside their peers as they carefully join them together then run happily around the hall flying them. Other children sit quietly, playing table top games, looking at books or colouring in pictures to take home. Everywhere is a hive of industry. All of the children become engrossed in their chosen activities and staff support them well. Through their interaction with the children staff draw out learning and ensure appropriate levels of challenges are available for all.

Children feel a sense of belonging and develop self-esteem as they work harmoniously both with and alongside their peers. Older children care for their younger peers, joining in their imaginary games as they push babies in pushchairs to the shops or play with the doll's house. Behaviour is good and staff reinforce this through positive praise and by acting as role models. Children learn to share and to take turns and all of the children help to tidy away at the end of the session. Children follow simple hygiene routines such as washing their hands when they come in from school and before tuck shop. Snack times are social occasions where children sit together and chat happily with staff and their peers about a variety of topics. Children are beginning to understand about staying safe. For example, when walking from school they wear reflective jackets and learn how to cross the road safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. The setting is a busy and exciting place. Children's laughter and enjoyment is evident as sounds of happy children reverberate throughout the building. The underpinning knowledge and life skills that children are learning will lay firm foundations 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