

Gorse Covert Wasps Link Club

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

Gorse Covert Wasp Link Club opened in 2001. It operates from the community room within Gorse Covert Primary School in Warrington. The club serves the school.

The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 35 children on roll, three of whom are within the Early Years Foundation Stage. The club also offers care to children over five to 11 years. The club is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The club opens five days a week term time only and children are able to attend for a variety of sessions. Sessions are from 8am to 9am and 3pm to 6pm. Holiday care is offered at the organisation's club at Bruche.

There are four full-time staff who work with the children. All hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. Additional staff are available if needed from the staff pool. The Wasps Link Club organisation provides administrative and clerical support. The organisation receives support from Warrington Sure Start Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well in this warm and friendly setting provided by staff who work well together to evaluate their practice. They make good progress in their learning as, in the main, staff provide children with activities based on their interests. Children have excellent opportunities to learn about healthy lifestyles and fantastic opportunities to develop their independence. Staff provide effective support for children with special educational needs and/or disabilities and work well with parents to meet the needs of all who attend. Enthusiastic links with parents and other providers, such as school, are well established to provide continuity of care. All required documentation is in place and effective in practice.

What steps need to be taken to improve provision further?

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

- strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for to offer sufficient challenge and maximise children's learning.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded as staff have a clear understanding of local safeguarding procedures. There are detailed policies and procedures in place which the manager shares with parents in a welcome pack. All staff are vetted and they sign a statement to confirm they are suitable on a regular basis. Staff attend regular training to ensure that their knowledge is up to date. Staff regularly review and update the risk assessments, including daily checks of the environment. This means that children are effectively protected when using the equipment and in the setting.

Staff have a good understanding of the Early Years Foundation Stage and use this effectively to support children's learning. The learning environment of the setting gives all children access to a broad range of activities both indoors and out. This means that children are able to make a wide variety of choices and so make good progress in their learning. For example, children can choose their own resources in the creative area meaning that they can explore their own ideas. The management team works closely with all staff to evaluate their practice and they share their vision at regular staff meetings. The setting uses the Ofsted self-evaluation form effectively and involves a number of stakeholders including parents in this process. They use this to set themselves well-targeted actions for the future, such as, working closer with the local Sure Start to quality assure their provision.

The setting forms excellent relationships with parents and regularly shares information about children's development and future plans. For example, staff share the planning with parents on a monthly basis using their innovative communication systems to make sure all parents are informed. Staff collect meticulous information from parents and the school regarding children and this is used to meet children's individual needs to an outstanding level. The views of parents and children are collected through surveys so that they are actively contributing to the settings self-evaluation process. Highly supportive and exemplary relationships with the school children attend means that the setting reinforces the learning that takes place to ensure they make good progress.

The setting is fully committed to supporting children with special educational needs and/or disabilities. Procedures are in place to support children by working with school, agencies and parents to ensure that their needs are effectively met. The comprehensive equality and diversity policy, which is regularly reviewed, fully supports the staff in meeting the needs of all children.

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

Children settle quickly in to the setting and feel safe and secure in its routines because staff take time to get to know the children. Children are able to move

freely and safely around the setting both inside and out. This is because staff set consistent boundaries and support children to understand these. For example, children remind each other of the rules regarding where they can go outside. Children learn how to use equipment safely and remind each other how to be safe.

Children's good health is promoted to an outstanding level by the setting. They wash their hands before snack because staff have established highly consistent routines. They learn about making healthy choices at snack time when they take part in regular cooking sessions and tasting a variety of different and new foods. They find out where foods come from as children take part in growing vegetables for the setting, such as potatoes, carrots and beetroot, with staff explaining why they are good for them. Children have excellent opportunities to develop their physical skills when they take part in climbing on the inventive climbing frame and learn football skills with the older children. Staff provide children with a welcoming 'chill out zone' so that if they want to be calm and relax after a day at school they can easily do this.

Children are making good progress towards the early learning goals because staff regularly plan activities based on what children are interested in. Observations of children in the early years are in their infancy and are not fully linked in with planning, meaning that there is opportunity to maximise children's learning further. Children are making good progress in their mark making skills. They explore drawing and writing on a large graffiti wall, using a variety of different media to make marks. Children take part in interesting activities to develop their good phonic skills, such as, writing alliterative words to match months of the year. They effectively learn about numbers and measurement through activities, such as, baking their own food for thanksgiving, counting and weighing out the ingredients. Children gain good skills in using technology when they use computers provided by the school, completing appropriate programs with support from older children.

Children are exceptionally well behaved in the setting and have a consistently high understanding of the boundaries that are set. This is because staff involve children in setting the rules. Children confidently set up their own activities from the resources available, selecting their own paint and brushes to paint pictures in the creative area. Children learn about their own and different cultures through a range of activities and resources. Children confidently tell children about their own culture, such as, showing children how to wear a sari or how to write the letters from the alphabet in their home language.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children make a positive contribution	1
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