

WASP Boothstown

Inspection report for early years provision

Unique reference number	EY261602
Inspection date	28/03/2012
Inspector	Julie Firth
Setting address	St Andrews C of E Primary School, Vicars Hall Lane, Worsley, Manchester, M28 1HS
Telephone number	0161 790 2302 or 07776491971
Email	
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

WASP Boothstown Out Of School Club was registered in October 2003. It is privately owned and is one of the many Wasp out of school clubs within the borough. It operates from St Andrew's Church of England Primary School in Boothstown, Worsley. The setting caters for children who attend the school.

Children have access to the hall, two classrooms and bathroom facilities. There is a play ground available for outdoor play. The club is open Monday to Friday from 3.30 pm until 6 pm during term time. The club supports children with special educational needs and who speak English as an additional language. The group is registered on the Early Years Register. A maximum of 45 children may attend the setting at any one time. There are currently 12 children on roll within the early years age range. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register

A manager and five full-time staff work with the children. Most of the staff are qualified to Level 3 in childcare, One member of staff holds a Level 2 qualification. The setting receives support from Salford Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's welfare and learning well. All staff display a good knowledge of the Early Years Foundation Stage, and this underpins the positive outcomes children experience in their learning and development. Consequently, children are very secure in the inclusive, welcoming environment, where expectations are high. There are good partnerships established with parents and they are able to contribute to their children's learning. However, there is scope to enhance the links with the host school to ensure continuity of care and education. Good systems are in place to review and evaluate the effectiveness of the provision so that continuous improvements can be made.

What steps need to be taken to improve provision further?

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

- strengthen systems to enhance continuity of care and education with the school nursery staff on-site.

The effectiveness of leadership and management of the early years provision

Staff are very confident in their roles and responsibilities to protect children in their care. Within the setting, there is a designated person who works very closely with the operational area manager. All staff display an excellent understanding of safeguarding issues and keep up-to-date with training. The management team are constantly reviewing their practice and question staff regularly about the procedures they follow. The team are also very aware of, and trained in, the use of the Common Assessment Framework process. Staff are vetted before they commence work in the setting, and robust systems are in place to monitor on-going staff suitability. Children are very well protected as the qualified and established team keep the premises very secure and supervise children at all times. There are robust procedures in place to pick up children from classrooms within the school. Furthermore, staff are vigilant, and act effectively, if a child does not arrive at the meeting spot when expected. The environment is bright, stimulating and children's well-being is enhanced due to the good thought put into the use of space throughout the self-contained building. This enables children to actively participate in a wide range of opportunities and experiences which foster their initiative, independence and confidence. Staff are deployed well and work with key groups of children, so that they can ensure all children have good access to activities.

All documentation is in place and there are good written policies and procedures that promote children's health, safety, achievement, enjoyment and their ability to make a positive contribution. These are shared with parents and regularly reviewed. The manager values her good and enthusiastic staff team, who continually strive to meet the individual needs of the children. They are skilled in ensuring that a fully-inclusive environment makes parents and children feel very secure and welcome. Furthermore, the needs of children with special educational needs are being met as staff go the extra mile to work collaboratively with parents. There is a notice board, newsletters, a suggestion box and detailed questionnaires to enable parents to become involved in their children's care and learning. There are good systems in place to work with other agencies. For example, the club immediately act on recommendations set by the local Sure Start development officer. They regularly communicate with the head teacher of the host school and the school staff. However, there is room to improve systems for sharing information about children within the Early year's Foundation stage to enhance the continuity of care and education received at both settings.

The club monitors the effectiveness of its service through use of a self-evaluation process and a quality check list set by the Local Authority. However, this is not regularly reviewed with all the staff. Future targets to develop the setting are discussed and the club is regularly involved in a variety of fundraising events. This community ethos helps with the upkeep of the building and creates a better learning environment for young children. Staff attend a good variety of training and short courses to further develop their childcare practice and enhance their knowledge of the Early Years Foundation Stage. Furthermore, the management team strongly support staff through a good appraisal system and organising

regular peer observations.

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

Staff have a good understanding of the Early Years Foundation Stage and the links to each area of learning. Children enjoy a good balance of child and adult-led activities. They are asked to contribute to planning through a suggestion box, and this enables them to participate in activities of their choice. There is a very strong emphasis placed on developing independence and children are encouraged to access their own drinks and help out at snack times. Children play well alongside their peers and are familiar with each other from the same school. They also thoroughly enjoy a good variety of different cultural celebrations, such as Eid, Easter and Chinese New Year, which gives them a strong awareness of diversity.

Children have good opportunities to see examples of everyday print and to learn that print has meaning. All toys and areas are labelled and these enable children to freely choose what they want to play with. They have opportunities to access a wide range of media, and photographic evidence demonstrates that children enjoy dressing up, music and dance, small world play and acting out familiar roles, such as the hair dressers. These activities all help to promote children's imagination and creative development. Children's physical skills and coordination are developing well because the staff encourage and promote outdoor play and exercise. They have good opportunities to skip, use the parachute and participate in team games.

Children's health is promoted well. The premises are clean and discussions take place about the importance of washing hands and hygiene, which helps to develop children's awareness of the importance of effective personal care routines. Good hygiene practice is demonstrated by children and staff as they participate in activities to keep them healthy. Furthermore, staff attend regular food and hygiene training. Children enjoy nutritious snacks and have access to drinks, both indoors and outdoors, to keep them hydrated at all times.

From an early age, children learn the importance of sharing and taking turns. Children behave very well as staff are good role models who constantly use praise and distraction throughout the session. Children create their own ground rules and are well aware of the boundaries set by the club. Furthermore, they display good manners with each other and visitors. The premises are extremely safe and secure and both indoors and outside are subject to rigorous risk assessments. The staff ensure children are constantly reminded to be careful when playing outside and good activities, based around road safety, reminds children of safety issues. Furthermore, the older children attending the club really help the younger ones to settle and play safely. A detailed fire policy is displayed and children regularly practise the fire drill, which is recorded in detail. This gives children a very strong awareness of how to act in the event of an emergency.

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	1
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	1
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