

W.A.S.P.S. (Wheathampstead Afterschool Playscheme & Holiday Club)

Inspection report for early years provision

Unique reference number	123642
Inspection date	16/11/2011
Inspector	Karen Malloy

Setting address	Beech Hyde Primary & Nursery School, Nurseries Road, Wheathampstead, St. Albans, Hertfordshire, AL4 8TP
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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

Wheathampstead After-School Play Scheme and Holiday Club (WASPS) offers an after school club, breakfast club and holiday play scheme. It opened in 1992 and operates from the Beech Hyde Nursery building, situated in the grounds of Beech Hyde Primary School. Wheathampstead, Hertfordshire. The after school club is open each weekday from 3.15pm to 6.15pm during school term times. The holiday club is open from 8.30am to 5.30pm during school holidays, offering half and full day sessions. The breakfast club is open from 7.30am to 8.50am each weekday, during school term times. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the club at any one time. There are currently 57 children from four to 11 years on roll at the after school club. WASPS serve children from St Helens and Beech Hyde Schools. The club supports children with English as an additional language and with special educational needs and/or disabilities.

The club employs 12 members of staff, seven of whom hold early years playwork qualifications, four at level 3 and three at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the provision as they are cared for by knowledgeable and well-organised staff. They make sound progress as they have access to a wide range of activities and resources which they are able to explore freely. However, the Early Years Foundation Stage is not yet woven into the structure of the setting, for those children in the early years age range. Staff work well in partnership with parents and carers, although information shared with them is currently limited. Children's safety and well-being are promoted. Some aspects of the provision are evaluated, although there are currently no systems in place to ensure there are clear targets for improvement.

What steps need to be taken to improve provision further?

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

- ensure all requirements of the Early Years Foundation Stage are met, particularly in relation to planning and ensure each child is assigned a key person (Organisation). 16/12/2011

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

- develop self-evaluation to ensure there are clear priorities for development
- develop the information for parents to ensure they are fully informed about the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and sufficiently protected in the setting because there are appropriate policies in place, relevant literature for reporting any concerns and staff attend child protection training to ensure they keep up-to-date with current practice. Staff are also appropriately vetted and are safe and suitable to work with young children. Staff use a daily checklist to support them in ensuring the areas used by the children are safe both indoors and outside. This means that children are able to move safely and freely around the building. Staff have a satisfactory knowledge of the Early Years Foundation Stage, although they do not currently use this to support children in their learning and development. The environment is well organised and accessible to the children, for example, there are clearly designated areas and a good selection of resources. This means that children are able to make independent choices as to whether they relax, be active or complete homework.

Staff work very well together as a team. They are keen and enthusiastic in providing a positive setting for children where they are happy and settled. Staff know some of the children well as they work with them in the school, which helps them in supporting their individual needs. Staff attend ongoing training in first aid, safeguarding and food hygiene to develop their knowledge and promote children's general well-being. They do evaluate their practice, for example, they have recently changed ways of managing behaviour and the 'reward' system, although they have not yet developed any formal systems for reflecting on their practice and setting clear targets for improvement. Staff have not fully addressed the recommendations from the last inspection; although electrical sockets are now safe, emergency evacuation drills are not held regularly, which potentially impacts on children's safety.

Staff form positive working relationships with parents and carers. They obtain useful information about each child such as any health or medical needs. This means that parents' wishes and children's individual needs are effectively met. Staff talk to parents about the children at the end of the day and have forged links with the on-site school. However, information shared with parents about food, activities and policies is limited and does not ensure parents are fully informed. An effective settling-in process where children are encouraged to visit before they start supports a smooth transition and time is taken to introduce them to everyone and their new surroundings. However, there is no key person system in place for those children in the Early Years Foundation Stage to further support them settling in, to be a clear contact person for parents and to ensure children's individual needs are met. Although there are no questionnaires or evidence, parents verbal feedback is positive and they are happy with the service provided. Staff strive to overcome barriers and develop effective relationships with other

provisions/professionals involved with the children, in order to support children's welfare and learning.

The setting has all the required records, policies and procedures in place for the safe and efficient management of the setting, although these must be reviewed regularly to ensure they are up to date with current practice and to ensure parents are fully informed. Staff offer sensitive support to children who have special educational needs and/or disabilities. They will readily adapt activities to ensure that all children can access them and they endeavour to work with other professionals to meet individual needs and ensure all children are fully included in the life of the setting.

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

Children are happy and settled in the setting. They are busy and absorbed in their play and have opportunities to relax, complete homework and be active during their time after school. Staff provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely. They develop good relationships with the children and interact positively with them, listening and supporting them when needed. In turn, children approach staff confidently for help or to share their stories. Children participate in a wide range of activities and experiences.

However, the learning and development requirements are not met as there is no reference to the Early Years Foundation Stage for those younger children, particularly in relation to planning and observation around the early learning goals. This will enable play workers to build on children's interests and skills, encourage their independence and social interactions.

Children enjoy creative activities such as junk modelling and using the whiteboard to draw imaginatively. Their literacy skills are fostered as they delight in winning at 'Hangman' whilst others make grids, filling each space with a new word. Children's social and cooperative skills are encouraged as they play games such as mini tennis and large floor snakes and ladders. They learn to share and take turns, which they do well. Children are enthusiastic in their play, constructing with construction bricks and using the small world resources to develop their imagination.

Children safety is promoted. They are escorted safely from school to the club with walkers keeping them safe; children walk in pairs and children wear fluorescent jackets outdoors. Children's health is promoted. They are able to free flow between the indoor environment and outdoor area, enabling children to be active after a full school day. Children have opportunities to play outside with staff supporting them in learning to skip and a 'sports week' introduces new activities for children to try. As a result, children benefit from regular exercise and fresh air. A drink and a good selection of healthy snacks are provided where children can

make some choices. Any allergies are recorded and adhered to.

Children behave well in the setting because staff set appropriate boundaries. They are developing a respect for themselves and others; a wide age range of children play together well, with older children helping younger children. An effective system for acknowledging good behaviour has recently been introduced whereby pom poms are put into a jar to acknowledge good behaviour and when a certain amount is reached children are rewarded with a treat. A 'daily award' is given to a different child each session and children receive praise to encourage positive behaviour. These strategies also contribute to developing children's confidence and self-esteem.

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: Met

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