

Winterslow W.A.S.P.S.

Inspection report for early years provision

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Inspector

Gail Robertson

Setting address

Winterslow Primary School, Middleton, Winterslow,
Salisbury, Wiltshire, SP5 1RD

Telephone number

07917193871

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

Winterslow After School Provision Services (WASPS) has been registered since 2005. It is registered on the Early Years and the compulsory and voluntary parts of the Childcare Registers. It operates from Winterslow Church of England Aided Primary School in Winterslow, Wiltshire. The premises comprises of a multi-purpose room with a kitchen and separate toilets, an IT suite and an assembly hall. The group has full use of the school playground and the adventure trail area. There are steps to the multipurpose room but a ramp is available for use when necessary. The club is registered for 30 children aged from four to under eight years, and one under four years old. There are currently 94 children on roll, 16 of whom are under five. The club is open from 7.50am until 9.00am every morning and 3.00pm until 6.00pm Monday to Thursday. There are 10 members of staff, three are teachers, two hold level 3 NVQ qualifications including the supervisor, two hold level 2 NVQ, one is a sports coach and three are unqualified. The club also employs a play consultant from 'Play England'. There are strong links with the host school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall provision is outstanding. This club has a 'wow' factor. Every child is happy, safe and very well cared for. Children develop very well because of the great care and guidance the staff gives to all children to meet their needs, although a few opportunities are missed to promote their independence even further. The manager has an excellent team of staff. Together they strive for excellence in this fully inclusive club, where children develop a tremendous understanding and respect in a harmonious community life. There is an excellent capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- promote independence further by allowing children to pour their own drinks at snack time and put their choice of spread on their muffins or toast.

The effectiveness of leadership and management of the early years provision

There are secure systems in place to ensure all staff are checked for suitability to work with children. Visitors are always requested to sign in twice, once at the school entrance and again on entry to the club. Staff receive regular updated

training in safeguarding and that of the manager is imminent although slightly overdue. They are fully aware of their responsibilities with regard to protecting children. Risk assessments are robust and carried out on a regular basis. Fire drills are regularly practiced. The club follows the same procedure as that for the school so children have continuity. Staff successfully transform the school hall and multipurpose room at the end of school into busy and active play spaces. Here children play happily and safely. The excellent staff are fully aware of their individual roles and responsibilities. They effectively deploy themselves to give every child individual care and attention. There is a highly favourable staffing ratio to ensure every child is well cared for and supported in their development.

All recommendations from the last report have been fully addressed. The manager is very well organised and all required paperwork is readily available for inspection. The manager and her staff, have completed an effective self evaluation form with valid judgements. To help them in this process, they regularly consult parents, children and the school's views and opinions. Everyone's views are valued and respected and their individuality accepted. Equality is promoted highly effectively and diversity celebrated. Discrimination of any kind is not tolerated. Before children start the club, parents are consulted and given policies and procedures that the club strictly adheres to so that their children receive excellent care and learning opportunities.

The manager is fully aware of the values, principles and the importance of play. Daily planning of the activities takes into account the different types of play that children need to experience so their personal and emotional development is well supported. For example, quiet individual work such as reading their favourite story and talking about it or team work playing football, or creating and using their imagination when undertaking the incredible art and craft opportunities. Staff manage children well and build up warm and trusting relationships with them. For continuity the club have adopted the same behaviour policy as the school. This ensures consistent ways to help children make the right choices and understand the need for boundaries. Staff encourage children to respect the accommodation and the resources. There is a wealth of well looked-after and well used resources that are regularly updated and replaced.

The club has an outstanding relationship with the host school. Many of the school staff work here to ensure continuity for the children. The head is a frequent visitor and reported 'WASPS sells our school for us, they are wonderful.' The partnership with parents is equally impressive. Parents are fully informed about their children, as the efficient and knowledgeable key workers record significant progress in the record books. Parents appreciate the club and say 'WASPS makes working so much easier'. The club also keeps those parents on active service overseas in touch with what their child is achieving and how they are developing through the 'Support Bear' character.

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

All club members including the Early Years children love coming to the club, as one reported 'It is actually fun, much better than just watching TV we really do things here.' Activities are carefully thought about and planned to meet the children's needs and interests and support their development. Children's ideas are carefully listened to and valued. There is a very supportive family feeling throughout.

The Early Years children are collected and taken to the small playground in the morning and handed over to the reception staff, whilst after school children are brought to the club by the school staff. Once inside, and they can hardly wait to get started, the fun starts immediately. They quickly take off their coats and have a snack. 'Yummy' said one as he tucked into chunks of pineapple and asked for 'muffins please.' There is no need to remind them to wash their hands as they know how important this is. However, the club staff miss the opportunity to further children's independence at snack time as children are not encouraged to pour their own drinks or spread their bread with topping.

Children know and understand the routines well. They quickly make their choice of where to start to play. They have plenty of choice as the adults have assessed accurately their needs and interests from accurate observations of the children learn at play. Some go off to make a felt bird in the breakfast club whilst in the afterschool club they take time to explore the different areas and activities on offer before they get down to serious play. Boys and girls have the same opportunities and the same activities are open to the younger children and the oldest members. Construction games are very popular, as are the craft options such as painting stain glass windows and making pompom pets. Many of the older children decide on their own initiative to do their homework, younger children watch in admiration! The experiences children have here prepare them well to be part of a harmonious community.

Children are confident enough to ask for activities and toys they need and independent enough to collect them and find others to play their games. On the day of inspection the outside area was not available because it was very wet and windy. Children reported they enjoyed the outside immensely. They said they enjoyed running fast and playing football with the coach. Children of all ages feel safe and secure and everyone was kind to each other. Children are learning effectively how they can contribute to a happy organisation and community and developing good skills for the future.

Children have a deep understanding of keeping themselves healthy. They know exercise is important for them. Snack time is a social time. Children have a mouth watering weekly selection of very well prepared foods from all over the world which they appreciate and enjoy. They learn about healthy food when decorating cakes and why as one young girl said 'it's good to have a chocolate treat sometimes'. They keep to the rules because they know the staff expectations of them and because they respect each other.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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