

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

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

Inspection date	29/10/2012
Previous inspection date	16/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have valuable chance to play outside during daylight hours and develop their play and curiosity.
- Children are suitably supported to acquire the skills and capacity to develop and learn effectively through enjoyable ring games.
- Staff ensure children are happy and that they enjoy what they are doing, talking and playing with staff and each other.

It is not yet good because

- The lack of effective monitoring of the club leads to managers and staff overlooking the changes to the requirements of the revised Early Years Foundation Stage.
- Staff are not confident in planning opportunities for children to explore similarities and differences between themselves and others.
- Children in the holiday playscheme have few opportunities to develop their independence and learn about a healthy diet at snack times.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the classroom, the outside learning environment and talked with the staff and children.
- The inspector held meetings with the senior staff during the inspection and spoke to the overall manager on the telephone.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the parental and children's questionnaires.

Inspector

Sheila Harrison

Full Report

Information about the setting

Wheathampstead After-School Play Scheme and Holiday Club (WASPS) registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare

Register. It operates from the Beech Hyde Nursery building, situated in the grounds of Beech Hyde Primary School, Wheathampstead, Hertfordshire. There is a fully enclosed area available for outdoor play. The club serves the children from St Helens and Beech Hyde Schools.

The after school club and breakfast club is open Monday to Friday from 7.30am to 8.50am and 3.15pm to 6.15pm during school term times. The holiday club is open from 8.30am to 5.30pm during some school holidays. Children attend for a variety of sessions. The club takes children from five to 11 years of age. There are currently 13 children attending who are within the early years age range. The club employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and three at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop and implement a safeguarding policy that includes the use of mobile phones and cameras in the setting
- promote positive attitudes to diversity and difference within all children and help them to learn to value different aspects of their own and other people's lives.

To further improve the quality of the early years provision the provider should:

- develop effective systems for self-evaluation that inform the club's priorities and are used to set challenging targets through the provision of a clear improvement plan
- review the familiar routines and environment and consider how best to support children to develop their independence skills and learn about healthy eating by providing better opportunities for them to help in appropriate tasks, for example, during snack time and special activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff support all children to enjoy their time in the club. Their thoughtful care and attention helps children to make good progress overall which complements their school day. Staff can describe appropriate activities to include those with special educational needs and/or disabilities. The senior staff are aware of the learning and development and assessment requirements in the Early Years Foundation Stage. They act as the key person

for each of the children attending the club that are within the early years age range. Staff are mindful of the areas of learning. They ensure sufficient toys and equipment are available to cover all the areas of learning linked to the children's interests. The manager and staff make satisfactory assessments of the children's interests through observations of them at play.

Staff recognise and value the children's successes. They support children to develop their physical skills as they join in skipping games and then encourage the children to take a more active part in the organisation, such as turning the skipping rope for others. This helps children to grow in confidence. Staff extend children's curiosity as they play for extended periods of time enjoying the fallen leaves, expanding their games through the freely available resources. Children move leaves around the play area developing a sled from the skipping ropes and plastic crates. They maintain focus on things that interest them over a period of time. Children get out the various types of plastic guttering and they work cooperatively experimenting how fast and far the ball travels down the complicated pathways that are different lengths, heights and levels.

Staff encourage children's turn taking, observation and listening skills as they play delightful ring games such as 'finding the keys' and 'one, two, three, buzz'. A great deal of fun and laughter is generated through the older children initiating a word game 'Grannies Knickers'. This helps children develop thinking and questioning skills and to develop a growing understanding of humour.

Staff can demonstrate that, in purposeful discussions with parents, they have effective strategies and interventions to support children's learning at home. They support children in undertaking homework, if they wish, so helping them have the skills they need for school.

The contribution of the early years provision to the well-being of children

There is a calm and comfortable atmosphere where staff are well deployed and easily available encouraging children to build a strong rapport with them. Staff are vigilant in observing new children and ensure that they are fully involved and making friends. New children are shown around the premises and older children act as buddies. A circle game, 'spider's web', helps children to talk with confidence about themselves. Staff provide support as children make various Halloween items. However, they miss some chances to encourage children to do things for themselves. Similarly, staff give out the drinks and biscuits, again limiting children's decision making. Therefore, the staff do not fully encourage children's independence throughout the routines and experiences offered.

Parents share some details about their children before their child starts at the club. Staff discover and build on the children's interests and the children's good behaviour shows that they feel safe within the club. Children enjoy playing games and cards that involve taking turns, which they do well.

Staff encourage children to be active and energetic as they use the challenging outside

climbing equipment and skipping games. Children are learning to be safe without being fearful. Staff ensure children are confident and know what to do during the emergency evacuation practice. During the afterschool and breakfast club a variety of healthy foods are offered at meal times. However, during the holiday playscheme only a drink and biscuits are offered. Staff are available at mealtimes to supervise children and help them access their lunches although they do not sit with them to discuss the benefits of healthy eating. This limits children's abilities to learn about the importance of good health and a healthy diet.

The effectiveness of the leadership and management of the early years provision

Manager and staff ensure that children can give their views on the activities and equipment at the club and have purchased a pool table as a result. They have adequately addressed the action given at the last inspection to ensure each child has a key person and improve the planning and assessment systems. The same attention has not been given to the recommendation to develop an effective system for self-evaluation. This oversight leads to the management not identifying all priorities for improvement. Staff review their practice and training needs through the annual appraisal and are aware of the need not to use their mobile phone at the setting. However, a requirement for mobile phone and whistle blowing policies and the effective coaching of staff to improve their personal effectiveness is not fully embedded within the club's practice.

Arrangements for safeguarding children are regularly reviewed. Sound systems are in place for identifying children at risk, liaising with the appropriate agencies and helping to protect the children who attend. Adequate recruitment and induction procedures ensure that new staff employed to work with the children are suitable to do so. Children's safety is assured through effective implementation of risk assessments and health, hygiene and safety policies.

Staff plan interesting activities for the children to celebrate Halloween. However, staff are less confident in reflecting the diverse cultures, languages and festivals of others in the community and are therefore not fully supporting children to feel valued and free from discrimination. Staff talk to the parents and carers on a daily basis and any queries are quickly dealt with. Parents express how their children are happy to attend and they value the support of the club. Staff have a secure relationship with the schools that the children attend and any appropriate interventions are secured to ensure children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	123642
Local authority	Hertfordshire

Inspection number	817847
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 11
Total number of places	34
Number of children on roll	13
Name of provider	W.A.S.P.S. (Wheathampstead Afterschool Playsche
Date of previous inspection	16/11/2011
Telephone number	01582 834190

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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