

Stockton Heath Wasps

Stockton Heath Community Primary School, Egerton Street, Stockton Heath, WARRINGTON, WA4 6DT

Inspection date	11/12/2012
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	2
	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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled and enjoy being with the staff and their friends at the after school club.
- Staff promote children's learning well and effective use is made of the good range of resources, which children are keen to use. This ensures that an exciting environment is created for the children.
- Children are interested, active learners, who benefit greatly from the enthusiasm and motivation of the staff.
- Children's individual care needs and learning are met and supported well by staff. They take great care in getting to know the children, who attend. As a result, children settle quickly in this safe and caring environment.

It is not yet outstanding because

- The book area is not used to best effect to provide a quiet, comfortable and relaxing area for children.
- Resources that reflect diversity are not sufficient to fully support the planned activities and develop children's understanding of the wider world.

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 held meetings with the manager and also spoke to staff and children within the club at appropriate times throughout the inspection.
- The inspector observed activities in the main room and the outdoor area.
- The inspector sampled children's information, planning and assessment records, policies and procedures and staff suitability records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Denise Sixsmith

Full Report

Information about the setting

Stockton Heath Wasps is one of several out of school clubs owned by a limited company. The club has been open since 2001 but registered again in 2008, following a change of ownership. It operates within Stockton Heath Community Primary School in the Stockton Heath area of Warrington. Children are currently cared for within four designated areas on the ground and first floors. There is a secure area available for outdoor play. The club is open five days a week from 7.45am to 9am and 3pm to 6pm during term time and from

8am to 6pm during school holidays. Children attend from the local community and surrounding areas.

There are currently 62 children on roll, aged from three years old to 11 years old. Of these, five are in the early years age range. The club is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The club employs four members of staff, of these three staff, including the manager, are qualified to level 3, one staff is working towards a level 3 qualification. The company has its own bank of supply staff. The club receives support from the local authority early years advisory team.

What the setting needs to do to improve further

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

- build on the opportunities for children to access comfortable, quiet space in which to retreat to when they need to be quiet or relax. For example, through the use of a den area
- extend resources that reflect diversity to support the planned activities that assist children to learn about the wider world, for example, through the use of modern photographs, role play resources and musical instruments from around the world.

Inspection judgements

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

Staff use their good knowledge of how children learn to provide bright and stimulating play areas. This enables children to have time to play and have fun with their friends. Children are happy, confident and keen learners, who are eager to join in with everything and thoroughly enjoy their time at the club. Staff support children well and value their ideas as they base activities around their interests. They know the children well because they work closely with the host school and the on-site nursery. These well-developed links enable an easy transition for the children between settings.

Staff are keen, motivated and enthusiastic and support the children very well in their play. For example, they encourage cooperation through group games. Children initiate their own play with friends, they make paper aeroplanes, which they colour carefully. This then leads them to invent a game, which involves flying them into a container. Children engage

readily in producing a large collage of a Christmas tree for their Christmas display board. They enthusiastically apply coloured glitter and a variety of square, circular and triangular shapes to the tree. Children laugh and have fun in the role play hair dressers where they and staff are transformed as hair extensions, plaits and fancy flowers are fixed into their hair.

Planning is regularly reviewed and adapted to reflect the needs and interests of all children. Observation records are kept and these include children's favourite activities and the resources they enjoy. A detailed information booklet is completed by the children before they start at the club, which outlines their likes and dislikes. This helps staff to settle the children by using familiar items when they attend for visits and during their first days at the club. Information is shared effectively at the end of the day with parents and notices and newsletters inform them of the activities provided. This, along with their children's learning journal record, effectively involves them in their child's learning.

Children gain confidence, knowledge and new skills at the club, which helps them as they move through the school system. Younger children are engaged well and enjoy being part of a larger group. They are fully involved in the club with their views being listened to and acted upon. Staff promote all areas of learning as children are able to access a variety of activities and toys.

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

The effective use of staff as key persons for younger children ensures that they are totally at ease in the club. As a result, children are very confident and self-assured. This is further supported as the older children take on the responsibility of being a 'buddy' for new or younger children. Children demonstrate that they are fully aware of expected boundaries and share and take turns and are encouraged to be, and are, helpful and kind to others. They are able to say what they feel and negotiate well with each other as they play. This ensures that the calm and friendly atmosphere that the staff strive to provide is successfully achieved.

Children's understanding of a healthy lifestyle is promoted very well and they enjoy lots of fresh air and exercise in the outside areas. Parents spoken to comment that they feel this is a positive aspect of the club. A healthy menu has been devised for snack times and drinks and fruit are available daily. Topics that involve children in producing a display of healthy eating plates help to build their understanding of a healthy lifestyle. Children learn to stay safe because risks are assessed to minimise accidents. For example, they are aware that they must put on helmets, arm and knee pads before using the 'scoot boards' in the outside area. Children take part in fire evacuations to ensure that they are fully aware of what to do in an emergency. An exciting range of good quality resources, both inside and outside are freely available for the children. Activities are planned by staff that assist children to develop an understanding of a variety of celebrations and cultures but resources that reflect diversity are not as readily available to fully support this. Children learn about the local community as they take part in fund raising activities to support local charity groups.

The close and effective working relationship with the school and the nursery that children attend supports their learning while they are attending the club. Necessary information is shared ensuring that children's needs are identified and met to provide good continuity of care.

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

Staff provide a good level of care and education for children within this relaxed after school club. Arrangements for safeguarding children's well-being are established and effective. The provider has secure recruiting systems in place to ensure the suitability of the staff employed. Good attention to staff development results from regular monitoring, observations and appraisals. Opportunities for staff to attend training courses to learn new skills and continue with their professional development are in place. The majority of staff hold qualifications in childcare and first aid. The manager monitors the education programmes and staff work very well together to support the children in their care. Staff understand their individual responsibilities with regards to safeguarding children and provide a safe play environment. Detailed care plans are available for children to ensure that all staff are fully informed of how to manage issues relating to ill health or medical conditions.

The areas used by the club are on the whole well organised and resourced. Children freely choose to flow between activities both indoor and outside in the busy environment. Staff have made the book area relatively comfortable with a carpet and cushions. However, this does not provide sufficient opportunity for young children to retreat to a cosy, quiet and relaxing space, should they need to do so. Daily risk assessments and checklists completed for the inside and outdoor areas help to ensure the premises, resources and equipment are safe and suitable for the children. The recommendations made at the last inspection have been implemented, to improve the service provided. A variety of reviews take place regularly to enable staff to see how the club can continue to provide a good quality service for children and families. This demonstrates that the club shows the ability to maintain continuous improvement.

The provision has established friendly working relationships with parents, who comment positively about the club. For example, they state that staff are friendly and approachable, children love the group, make lots of things and that there is always plenty to do. Lots of information is displayed around the club room and detailed written information is contained in the prospectus, leaflets and policy folder. Staff are keen to involve the parents and appreciate their involvement and interest.

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	EY377607
Local authority	Warrington
Inspection number	821446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	70
Number of children on roll	62
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	17/02/2009
Telephone number	01925 818689

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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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