

# Sacred Heart Wasps

Sacred Heart RC Primary School, Selby Street, WARRINGTON, WA5 1NS

<b>Inspection date</b>	10/12/2012
Previous inspection date	03/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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		4

## The quality and standards of the early years provision

### This provision is inadequate

- Observations of children's play are not detailed enough for the next steps in their learning to be effectively identified. Therefore, planned activities do not extend children's learning or enable them to progress within their development age bands.
- Staff do not inform parents and/or carers of the name of their child's key person, or explain their role, when a child starts attending the setting. The key person does not support parents and/or carers in guiding their child's development at home. This does not ensure that every child's learning and care is tailored to meet their individual needs.
- Self-evaluation is ineffective and is not yet fully embedded. As yet, managers have not involved staff, parents and children in this process. This means that the strengths and weaknesses are not identified and acted upon.
- There are no procedures in place to provide support, coaching and training for staff to promote the interests of children.

### It has the following strengths

- Children have strong friendships with each other and the two key staff. Older children are very supportive of the younger children and engage playfully with them.

## 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 main playroom.
- The inspector held a meeting with the registered provider of the setting.
- The inspector looked at a small range of documentation, including the setting's safeguarding policy.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Rachel Deputy

## Full Report

### Information about the setting

Sacred Heart Wasps is one of several out of school clubs run by Woolston Wasps link club limited. It was registered under the current ownership in 2008 and operates from the school hall in Sacred Heart primary school in Great Sankey, Warrington. Children have access to the secure school grounds for outdoor play. The setting is open five days a week from 7.45am to 8.45am and 3.15pm to 6pm, term time only. It accommodates children, who attend the school. There are currently 11 children on roll aged from four to 11 years.

Of these, five are within the Early Years Foundation Stage. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting employs three members of staff, including the manager, of these two are qualified to level 3 in early years, one is qualified to level 2 and working towards level 3. The setting receives support from the local authority early years advisory team.

### **What the setting needs to do to improve further**

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

- develop the individual needs, interests, and stage of development of individual children and use this information to plan a challenging and enjoyable experiences for each child in all of the areas of learning and development
- inform parents and/or carers of the name of their child's key person, and explain the role, of the key person when a child starts attending the setting. Improve the key person system to ensure that every child's learning and care is tailored to meet their individual needs. Seek to engage and support parents and/or carers in guiding their child's development at home
- devise and implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development. Devise an action plan to overcome weaknesses that have been highlighted, as a result of the process
- assess the training and development needs of all staff members to ensure that they offer a quality learning experience for children that continually improves.

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

- promote further children's self help skills, for example, by allowing them to pour their own drinks at snack time

### **Inspection judgements**

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

Children's learning at school is not complemented because there are no systems in place at the club to support this. They have yet to secure effective partnership working in relation to identifying how best they can support and extend children's individual learning and development. As a result, staff at the club are not familiar with what children are learning at school and so cannot complement this learning or ensure that they help individual children to make as much progress as they can. There are some very basic

profiles in place for children within the Early Years Foundation Stage. However, observations lack any detail, do not identify the age bands children are learning in and are not used to inform planning. Therefore, procedures are insufficient and lack the necessary details to ensure that children's learning and development is supported in the club.

The environment has been organised and resourced with early years in mind; children enjoy the book corner, small world, construction and the arts and crafts area. There are additional resources for older children, including a computer and table-top games. This ensures that there are some activities available to keep children generally occupied, make choices and decide on their own play. For example, children paint and create Christmas collages at the art and craft table and take pride in showing off their creations to staff. They have opportunities to use the outdoor area as they develop their physical skills, working off their excess energy from the school day.

Parents are invited into the club to complete the registration details for their child. The setting obtains basic information from parents about their child's care needs on admission; however, this does not include their abilities in relation to learning and development for staff to build on and plan appropriate experiences. Although, staff talk to parents each day about their child's time at the setting, they do not provide support or ideas, so that they can consolidate and extend their child's progress at home.

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

Through the welcoming environment and the warm greeting from staff, children feel valued and have a sense of belonging in the setting. This promotes a caring atmosphere where they feel confident to make requests. For example, they ask for a second helping of snack and to change resources. Children attend to their personal needs, such as taking off their coats, hanging them up and going off to play. However, during snack time, opportunities to promote children's independence are missed. Staff do not encourage them to serve themselves or pour their own drinks. Children are learning to be safe as they politely tell staff if they are leaving the room to use the bathroom facilities. Staff promote children's health needs through the provision of a healthy snack, such as, cheese on toast and a variety of fresh fruit. Daily opportunities for physical exercise further develops their understanding of a healthy lifestyle.

Children readily come into the club after their day at school. They put their coats and bags away in the designated area and staff give them time and space to settle. For example, some children like time to discuss their day and sit with a staff member before engaging with others in play. On the whole, children of different ages and stages of development mix well together, making new friendships. The youngest children enjoy sitting with older children as they read them stories and they play board games cooperatively.

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

The manager and staff demonstrate a sound knowledge and understanding of their safeguarding responsibilities. Criminal Records Bureau checks have been carried out on the whole staff team to ensure that they are suitable to work with children. Staff are clear about their responsibility to act upon any concerns about children's welfare and know the correct local procedures to follow. There is too little understanding of the learning and development requirements, resulting in poor monitoring of children's progress. Systems for observing what children can do, assessing their progress and planning for their next steps are not being used effectively. This means that it is not possible to see if children are making progress or to implement any action if they are falling behind.

The staff team are suitably qualified; however, systems for mentoring staff to ensure that they are fully supported are not in place. As a result, practitioner's professional development is not encouraged and there is poor identification of training needs. Self-evaluation and monitoring of the setting is not sufficient because the process does not involve the staff team, parents, or children and therefore, has too little impact. Identified areas for development are not shared effectively with staff, which has resulted in a lack of progress. This means that they do not effectively target specific areas to improve, including the educational programme. Consequently, the staff team have failed to recognise that a number of the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage are not currently being met.

Parents are consulted when their child starts at the club and they can make their contributions through the daily discussions at their child's collection time. The setting acts as a link between school and home for some children, which means that there are occasional opportunities in place to share information about children's health and well-being. However, staff do not consult with the school about children's learning, which means that there is a lack of continuity in the educational programmes provided.

### 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.
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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

<b>Unique reference number</b>	EY377566
<b>Local authority</b>	Warrington
<b>Inspection number</b>	821444
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Woolston Wasps Link Club Ltd
<b>Date of previous inspection</b>	03/02/2009

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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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