

Hollins Green Wasps

St. Helens C of E Primary School, Birch Road, Rixton, WARRINGTON, WA3 6JS

Inspection date	10/01/2013
Previous inspection date	31/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Interesting, fun activities which reflect children's interests are planned by staff. The staff make the most of all opportunities to ensure the activities provided offer well-matched levels of challenge which are appropriate to the children's age and stage of development.
- Children's progress is monitored as staff observe and assess their achievements. The children are enthusiastic as they enjoy the range of stimulating activities which help them to make good progress in their learning.
- Children are eager to attend and reluctant to leave. They are confident, and cooperate well with one another as they share and take turns. Warm friendships are developed with older children who consider the needs of their younger peers.
- Children's welfare is effectively safeguarded by staff who have a good knowledge and understanding of how to protect the children in their care.
- Children benefit from an effective key person system which supports strong relationships with them and their parents. Parent's views and opinions are valued and used when planning snacks and activities so that the individual needs of all children are met.

It is not yet outstanding because

- The organisation of snack time does not make full use of opportunities to promote children's self-help skills.

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 toured the registered space and observed interactions and activities indoors and outside.
- The inspector took account of the views of parents and children from displays and discussions.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector provided clear feedback regarding the inspection to the manager and staff.

Inspector

Judith Kerr

Full Report

Information about the setting

Hollins Green Wasps was re-registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Saint Helens C of E Primary School in the Rixton area of Warrington. The setting is one of 14 which are

managed by Woolston Wasps Link Club Limited. The setting serves children from the school and is accessible to all children. It operates from the school hall, library and community room and there is a fully enclosed area available for outdoor play.

The setting employs four members of child care staff. Of these, two hold appropriate early years qualifications at level 3 and 4. The setting opens Monday to Friday during school term time only. Sessions are from 8am until 9am and from 3pm until 6pm. Children attend for a variety of sessions. There is currently one child attending who is within the early years age group.

What the setting needs to do to improve further

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

- extend existing opportunities to develop children's self-help skills, such as helping to prepare their own snacks.

Inspection judgements

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

Staff have high expectations of all children. They use observations to assess children's development and to plan interesting and challenging experiences which incorporate their ideas. Staff have a good understanding of the statutory framework for the Early Years Foundation Stage which ensures they are able to plan a wide range of activities to meet the individual needs of each child. Teaching is effective as staff use their knowledge to build on children's existing abilities. Each child has a learning journey which evaluates their achievements and records their progress. As a result, children make the maximum progress possible. The children are interested and eager to try new activities, such as making a Roman castle. They socialise with one another which contributes to them learning about themselves and others.

Children are confident in speaking to others about what they are doing. For example, they proudly show off the model they are making. They enjoy contributing their ideas and preferences to discussions because staff interact skilfully with them. Children make their own choices from the well-arranged, accessible toys which allow them to extend their play and pursue their own chosen activities. This arrangement also encourages children to cooperate and socialise with one another. Creative skills are developed as children master the art of cutting and enjoy making snowmen from cotton wool and glue. The children enjoy sharing books with staff and are beginning to develop friendships as they seek out others the same age and older. Opportunities to learn about the world around them

include visits to the nearby park and projects about various countries including Italy and Australia. The children make flags of the different countries and taste food, such as meatballs in tomato sauce. They are improving their early mark making and proudly show everyone how they have written their own name on their badge. Mathematical skills are well supported through enjoyable activities, such as baking. The children weigh and measure the ingredients for making cakes and learn about the changes which take place during baking and as they mix the elements together.

Parents are involved in all phases of children's learning. Admission documents include 'All about me' information which gives staff an accurate assessment of each child's abilities on entry. Consequently, staff are able to plan specifically for individuals using their interests. Parents are provided with lots of information including progress reports to keep them informed about their child's development. Parents share information about activities at home so this can be incorporated into future planning. Staff use every opportunity to share information about children's progress, including what they have enjoyed and achieved.

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

Children benefit from a well-established key person system. Warm relationships with children and parents are developed by staff. As a result, children settle well and their individual needs are continuously met. Staff help children understand how to keep themselves safe by offering gentle reminders about how to cross the road and the dangers of running indoors. The children regularly practise the evacuation drill to help ensure they understand what to do if there is a fire or any other emergency. Children are confident as they proudly show off their work displayed on the walls. They seek reassurance from staff with whom they are clearly familiar as they ask which is the best writing from two examples. This reveals their secure attachments with staff.

Children benefit from a range of healthy, nutritious snacks which meet their individual needs. Staff encourage children to take turns serving one another and be independent as they help themselves to drinks. However, the sandwiches are made by staff so children are not given opportunities to attempt making their own. This means they are not fully encouraged to develop their independence, for example, by cutting the sandwich into halves or quarters. The children develop a good understanding of the benefits of a healthy diet. They explain how healthy food gives them energy and also builds big muscles. The children sit together at snack times which develops their social skills as they listen to each other and discuss the events of the day. Children enjoy daily opportunities to participate in a range of physical play activities both indoors and outside. They learn ball skills and cooperation through team games, such as rounders and manipulate the players when enjoying table football.

Staff are fair and consistent in their approach to behaviour management. Children are involved in agreeing the rules which are clearly displayed. Consequently, the children behave well, are polite and courteous. The children consider the needs and feelings of others. For example, they admire the badges made by others and ask politely for help with a computer game they have not yet mastered independently. Sensitive explanations

together with masses of praise and encouragement reinforce children's understanding of expected behaviour as they learn to share and take turns. Children are kind and thoughtful in their behaviour towards each other. For example, they thank a friend for passing the jug of juice across the table.

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

Children are well protected as the staff have an up-to-date knowledge and understanding of the setting's procedures for safeguarding children. They know what to do if they have any concerns about a child's welfare and local contact details are readily available. All required records are now accessible as required. These include details of checks to ensure all staff are suitably vetted and qualified for their role, and a record is maintained of all visitors to the premises. Staff further promote children's welfare as a record is maintained of all accidents and medication is only administered with prior written permission from parents. Risk assessments are completed for the premises to help ensure children's safety.

The setting is committed to continual improvement. The entire staff team demonstrate a strong commitment to improvement. Self-evaluation includes the views of staff, parents, children and the school. Since the last inspection, staff have completed first aid and safeguarding training to ensure they are appropriately qualified and their knowledge up-to-date. Two members of staff are working towards a recognised childcare qualification and overall childcare qualification requirements are now met.

All new staff receive a full induction. An annual appraisal system, together with regular supervision, ensures all staff are well-supported in their continuous professional development. There is a well-established team of staff who feel valued, are clearly enthusiastic about their work and able to support children effectively. As a result, children are well-prepared for the next stage in their learning. The staff work closely with both the school and parents to meet children's individual needs. Staff share development records which ensures continuity in children's learning and smooth transitions to school. Systems to measure children's achievements demonstrate they are working within or above expected levels given their age and starting points.

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
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	EY431468
Local authority	Warrington
Inspection number	779374
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17

Total number of places	24
Number of children on roll	16
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	31/01/2012
Telephone number	01925818689

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Type of provision

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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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