

Westgate Wonders

Langridge Way, Morecambe, Lancashire, LA4 4XF

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| Inspection date | 22/01/2013 |
| Previous inspection date | 01/02/2010 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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, contented and settled. They enjoy warm and friendly interactions with staff and form good relationships with key people, which help them to feel safe and secure.
- Children are provided with a wide range of resources and play opportunities which match their interest. As a result, their concentration is maintained and they make good progress in their learning.
- Staff keep children safe and secure in an inviting and stimulating environment. They are fully aware of their responsibilities for safeguarding children's welfare. As a result, children's well-being is fully supported.
- Partnerships with parents and the host school make a strong contribution to providing continuity and consistency of care for all children and their families.

It is not yet outstanding because

- The organisation of snack time does not enable early years children to socially interact with each other, help prepare the snack or pour their own drinks. As a result, this particular opportunity is not used to support children's self-help and social skills, and good eating habits.

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 discussions with the manager, staff and children during the inspection.
- The inspector observed children in the after school room and library.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and looked at supporting documents completed by parents.
- The inspector looked at children's learning journey records and registration forms.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures and the self-evaluation form in hard copy at the setting.
- The inspector held a meeting with the manager during the inspection.

Inspector

Carys Millican

Full Report

Information about the setting

Westgate Wonders was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within the school premises of Westgate Primary School, in Morecambe, Lancaster, and is managed by a voluntary management committee. The club serves the children attending the school. It operates from a large classroom, the library, the school hall, the IT room and associated facilities and there is a fully enclosed area available for outdoor play. The setting forms part of the childcare facilities within Westgate Primary School and Children Centre.

The club employs seven members of childcare staff who all hold appropriate early years qualifications at level 3. The club receives support from the local authority and is a member of 4Children.

The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 8.45am and from 3.15pm until 6pm. There are currently 89 children on roll, of whom 15 are in the early years group. The club does not provide care for children aged under four years. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of snack time by: encouraging a social occasion where early years children can interact with others and develop their social skills; encouraging children to sit together to eat a healthy snack so that they develop good eating habits; enabling children to help to prepare snacks and pour their own drinks so that self-help skills and independence is fully promoted.

Inspection judgements

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

Children are happy and confident individuals who arrive at the after school club with great excitement and enthusiasm. They enjoy themselves and have fun playing in a warm, inviting, and welcoming learning environment. Children access a wide range of stimulating activities, which cover all the seven areas of learning. Staff acknowledge that children have spent their day in the school and so they complement the activities provided in the classroom. For example, the 'homes and houses' theme is extended through the provision of building materials and dressing-up clothes. Children interact positively with staff who deploy themselves well to support them as they play.

Staff work with the early years children in school so they know them well. They also work closely with parents to gather information about what each child can do and what they are interested in. This information and the next steps in children's learning obtained from teaching staff are used to plan activities and play opportunities. As a result, a good mix of child-initiated and planned activities are provided, which meet children's interest and ability and enhance their learning. Children's ongoing development is further supported by after school staff meeting regularly with the teachers so that they know what the children achieve in school. As a result, the next steps in children's learning are then used by staff to plan activities that support and complement children's learning. For example, staff plan activities to develop children's writing skills and letter formation. Staff observe children and take photographs of them as they play. These are placed in children's individual progress folders and made available to parents, and shared with teaching staff. Staff ensure that parents are well informed about their child's activities and how they enjoy their time at the after school club. Daily discussions take place when children are collected and this means that children's success can be celebrated or any issues quickly addressed.

Children's communication skills are promoted well. Staff demonstrate a genuine interest in what the children have to say, how their day has been or their worries and concerns. Children confidently and eagerly choose the activities and play opportunities that interest them. For example, they choose to play with interconnecting construction bricks, modelling dough and magnetic letters. These activities help children to be active and independent learners. They play together or alone if they wish, think critically and problem solve in activities. Staff join in activities and extend children's learning well. For example, a child makes a movable toy with the interconnecting shapes and confidently builds the toy placing two wheels at either side of an oblong shape. When it falls over the staff ask the child what will help to make it steady. The child returns with two more wheels and adds them to the toy. Staff therefore ensure children overcome any barriers they encounter. This in turn helps children to persevere for long periods, concentrate on what they doing and apply imaginative solutions to problems.

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

Children form a good relationship and secure attachment with the after school staff. They settle easily on arrival because familiar people are close by. Children confidently explore their environment, returning to familiar adults to seek reassurance or to show off the things they have just made. Staff constantly praise children so their confidence and self-esteem is effectively promoted. Children are safely collected from school by staff. They are happy when they arrive and follow regular routines, such as hanging their coats and bags

up. Staff help children understand how to keep themselves safe. They follow instructions and staff offer gentle reminders as they play. For example, while playing a boisterous game of table football, the staff ask the children to be mindful of the younger children playing on the floor. Children practise the fire evacuation procedure so they understand what to do in the event of any emergency. Topics about stranger danger and road safety help them to stay safe when walking home from school.

Staff prepare drinks and set the table for snack before children arrive. They place the plates, filled beakers, and snack items on the table ready for children to help themselves, as and when they are ready to eat. Consequently, practical routines are not used to help promote children's self-help skills, such as helping to prepare for snack time or pouring their own drinks. Although a healthy, nutritious snack is available, a social occasion is not created whereby children learn to sit together and establish good eating habits. In some instances children do not eat any snack at all. Children provide ideas for snack alternatives. Therefore, they feel valued and respected because their thoughts and views are important. Children's dietary needs are gathered from parents and followed by staff, which supports their good health and well-being. Children access fresh air and exercise while playing outdoors in the school grounds. They play ball games and access an assortment of outdoor toys that help develop their physical skills.

Staff act as positive role models showing children the behaviour expected of them. They constantly praise children as they play thus promoting their self-confidence and self-esteem. Consequently, the children behave well, and are polite and courteous. Children are involved in discussions and activities about events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. Numerous posters adorn the rooms depicting the difference and diversity of the world around them and staff encourage an awareness of other cultures. Children play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year.

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

Leadership and management are good. There is a strong commitment to providing good quality after school provision for all children. Managers and staff show enthusiasm and passion for their work and work cooperatively as a team. Assessment and planning is monitored and staff ensure children enjoy a broad range of learning experiences to help them progress towards the early learning goals. Activities effectively complement children's learning experiences in school. The setting has made significant improvements in their practice since their last inspection. The setting is committed to continual improvement so thorough self-evaluation is completed. The management are clear about their strengths and areas for improvement. Staff, parents and children are involved in the process and their views are used to make changes and promote outcomes for all children.

Children are safeguarded and protected well. Staff have an accurate knowledge and understanding of the safeguarding procedures. They are aware of the steps to follow should they have any concerns and who to contact. Comprehensive records and

procedures ensure all staff are suitably checked and qualified to fulfil their role in the after school club. Staff monitor the presence of visitors to the premises and collection procedures ensure children are kept safe at these times. Staff effectively promote children's welfare as procedures are understood and followed to record accidents, incidents and the administration of medication. Full risk assessments and daily safety checks are completed for the premises to help ensure children's safety.

Effective performance management procedures, such as supervision and appraisals, support staff to improve their skills and identify training needs. Therefore, children benefit from current childcare practices. Parents speak very highly about the staff and the numerous experiences and play opportunities their children engage in at the after school club. Parents' views obtained verbally and through questionnaires reflect their complete satisfaction with the service. Comments made to the inspector include, the after school club is 'excellent', 'brilliant', 'wonderful' and staff are 'caring' and 'approachable'. A parent commented, 'It is fantastic here, my kids love coming and they never want to go home'. Well established partnerships with the host school support children well and ensure that their needs are fully met. As a result, children are happy, relaxed and have an enjoyable experience.

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 | EY264748 |
| Local authority | Lancashire |
| Inspection number | 877584 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 11 |
| Total number of places | 60 |
| Number of children on roll | 89 |
| Name of provider | Westgate Wonders Care Club Ltd |
| Date of previous inspection | 01/02/2010 |
| Telephone number | 01524 423348 |

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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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