

St Monica's Wasps

St. Monicas School, St. Monicas Close, Appleton, Warrington, WA4 3AW

Inspection date	15/01/2013
Previous inspection date	05/02/2009

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		3
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

- There is an appropriate balance of activities that are chosen and led by adults and activities that children choose to do for themselves.
- The setting is inclusive because they work with parents and other professional well, to make sure that children with additional needs are appropriately supported.
- Staff are positive role models, they speak to the children clearly and with respect so that children learn to communicate their thoughts and ideas in a clear and confident manner.

It is not yet good because

- Although staff observe what children can do, they do not use the information gained from their observations to plan for individual children. As a result, opportunities to offer targeted support are missed.
- The size of the furniture and range of toys are not always appropriate for older children. This causes older children to become disruptive at times, which sometimes impacts on the amount of attention given to younger children.

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 and outside
- The inspector spoke with children and staff at appropriate times during inspection
- The inspector took into account the views of parents
- The inspector examined a range of documentation including the settings self-evaluation form, key policies and children's learning journeys.

Inspector

Rachel Deputy

Full Report

Information about the setting

St Monica's Wasps is one of several out of school clubs run by a limited company. The club has been open since 2003, but re-registered in 2008 following a change of ownership. It operates from the community room in St Monica's Primary School in the Appleton area of Warrington. Children have access to the school grounds for outdoor play and occasional use of the school hall. A maximum of 32 children may attend the club at any one time. It is open five days a week from 8am to 9am and 3pm to 6pm during term time only. Children attend from the local community and surrounding areas.

There are currently 69 children on roll aged from three to 11 years. Of these, 10 are within the early years age range. The club is also registered on the compulsory and voluntary parts of the Childcare Register. The club supports children with learning difficulties and disabilities.

The setting employs five members of staff including the manager. Of these, three staff are qualified to level three in early years. 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:

- use information taken from observations to identify children's next steps for learning and use this to provide challenge and support to children

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

- improve the range of toys and resources available for older children, as well as, resources during snack time, such as serving equipment, to consistently support children's independence skills.

Inspection judgements

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

Positive relationships are in place between parents and staff. Parents are happy with most aspects of the provision. This means that children have opportunities to lead their own play and also to learn new skills. For example, children are taught how to make new play dough when theirs runs out, they then use the play dough during a role play activity, pretending it is food being served in a cafe. However, staff do not use their observations of children's learning to plan for their next steps. As a result, opportunities to offer targeted support based on children's individual interests are missed.

Staff provide a satisfactory range of resources and equipment for children to use and which they can access independently. For example, they recognise that art activities are a particular favourite for some children and make sure there are resources for them to do what they enjoy most. Children also know that some additional resources are in the store cupboard and are confident to ask for these. Furniture is of good quality and appropriate for children in the early years age range. However, the club is based in the pre-school

room of the school which means that furniture and toys are not as comfortable and stimulating for older children. Staff sometimes struggle to organise the space so that there is suitable space for older children to enjoy their activities without disrupting the learning of younger children. For example, after a busy school day, younger children sit and talk with staff about what they have learnt. However, they do not fully engage in conversation with staff because they are distracted by the arrival of older children who walk through where they are sitting. The staff take time to listen to children and value what they say. Consequently, their communication skills are developing appropriately and they chat happily with adults and their peers. Children have some access to books and a range of different mark making resources, which helps support their literacy skills. Children have opportunities to use information technology resources, which nurtures their skills for the future.

Positive relationships are in place between parents and staff. Parents are happy with most aspects of the provision. Staff engage with parents on a daily basis, sharing information about children's care and what they have been doing while at the club. They also pass on any messages from school. This promotes continuity of care. Systems are in place for staff to share information with teachers about general plans for children's learning. Staff work well with parents and other professionals to provide inclusive care for children with additional needs. For example, they write care plans using information from parents to identify how they should meet children's care needs. This system works well at the club because the information is shared amongst staff to ensure consistency of care for children.

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

An adequate key person system is in place to ensure that children's needs are suitably met. Staff know the children well and liaise with their parents to ensure continuity of care. Children demonstrate a sense of belonging in the environment and are generally content and relaxed. However, furniture at the club is not always suitable for older children because the room is set out specifically for the under-fives. This means that it is sometimes too small for older children to sit comfortably and they do not always have enough space. Consequently, they can become disruptive which sometimes impacts on the amount of attention given to younger children. Behaviour is sometimes challenging due to children's frustrations as a result of the limited space available. However, staff are consistent in their approach and unwanted behaviour is quickly and appropriately managed. Rules and boundaries are in line with the school rules so that children are getting consistent messages. Children are polite and friendly and mostly able to work together during activities.

Staff ensure children wash their hands after using the toilet. However, they do not remind them to do this before snack. This does not promote children's health or reinforce their understanding of the importance of following good hygiene practices consistently. Drinks are readily available to ensure children are hydrated. Children are offered a variety of snacks including fresh fruit or they are welcome to bring their own food if they prefer. However, opportunities to promote children's independence are not always taken. For example, during snack time children are not given the opportunity to serve themselves or

pour their own drinks. Children have a positive attitude to exercise. They enjoy the occasional opportunities for outdoor play and playing in the school hall.

They are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school.

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

Staff have a satisfactory understanding of how to keep children safe. They are able to recognise and respond appropriately to possible signs of abuse and know who they should contact should they have concerns. All staff at the club have a first aid qualification and have been vetted to ensure that they are suitable to work with young children. Risk assessments are in place and consider all areas of the environment that children may come into contact with. However, staff do not always check the safety and suitability of the outside play areas before allowing children to use them. This means that risk assessment is not as effective as it could be.

Staff understand the requirements of the Statutory Framework for the Early Years Foundation Stage and have successfully introduced a key person system. They record observations of children's learning regularly but have not yet included individual children's next steps into the planning.

The senior management team have recently introduced staff supervision meetings to identify areas of practice that individual staff members can improve. However, it is not possible to see the impact of this at this stage because the training identified has not yet been arranged. The staff team consider their strengths and areas to develop when evaluating the service they provide. They take into account the views of parents taken from regular questionnaires and the views of children recorded during meetings with them. This has brought about some improvements to the setting, such as the introduction of a parents newsletter.

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	EY377602
Local authority	Warrington
Inspection number	821445

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	69
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	05/02/2009
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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