

Paganel W.A.S.P.S

Paganel Junior & Infant School, Paganel Road, Birmingham, West Midlands, B29 5TG

Inspection date	30/01/2013
Previous inspection date	09/02/2009

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

- Staff allow sufficient time for children to explore a fair range of resources. This encourages child-led play appropriately.
- Staff provide a welcoming environment in which children are happy and form strong relationships. Children are developing a clear understanding of healthy lifestyles and are well behaved.
- Staff have a clear understanding of procedures to be followed if there are concerns about children. As a result, they are adequately protected.

It is not yet good because

- Some staff do not have a clear understanding of the prime areas of learning and information sharing with other early years providers is not established to inform effective planning at all times for children's learning and development.
- The monitoring of activities is not sufficiently rigorous to ensure staff support children effectively at all times and an appraisal system is not in place to identify where staff need support to enhance their skills to work with children.
- Records are not securely maintained to reflect qualifications of all staff, such as first aid. Consequently, this might compromise children's well-being.

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 conducted a tour of the premises during the inspection.
- The inspector spoke with the provider, manager, other staff and children throughout the inspection.
- The inspector took into account the views of parents through discussions.
- The inspector observed activities in the out of school club.

Inspector

Adelaide Griffith

Full Report

Information about the setting

The W.A.S.P.S out of school club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a portacabin in the grounds of Paganel Junior and Infant School, in the Weoley Castle area of Birmingham and is privately owned. The club serves the children who attend the school. It operates from two rooms and there is a fully enclosed area available for outside play.

The club employs eight members of child care staff. All hold appropriate qualifications at

level 3. The club opens Monday to Friday during the school term. Sessions are from 7.45am to 8.50am and from 3pm to 5.50pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group.

What the setting needs to do to improve further

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

- ensure regular appraisals are carried out to identify where staff need support and ensure staff undertake training to improve their knowledge and skills to promote children's care and learning effectively at all times, this also includes evidence to demonstrate first aid training
- ensure staff are well informed about the prime areas of learning to develop children's experiences so they make consistently good progress in their development.

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

- extend partnership working with other providers to obtain a fuller picture of children's next steps, especially where the child attends another setting for most of their Early Years Foundation Stage provision.

Inspection judgements

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

Overall staff have a sound understanding of promoting children's learning through a variety of activities. However, some practitioners are not sufficiently clear about the importance of the prime areas of learning. This means that planning does not focus primarily or build on what children can do and as a result, children's development is not consistently well promoted. Nevertheless, staff give acceptable guidance, encouraging children to count as they throw dice and they learn to place counters on correct squares. This means that children are developing counting skills and recognise basic shapes, promoting awareness of mathematical concepts. Staff talk constantly to children throughout activities. This promotes their language skills generally well. Children explore their environment and enjoy play with a fair selection of resources. They maintain concentration while developing small muscle skills and use technology equipment competently. As a result, their understanding of the world is growing.

Children make decisions about play activities, moving around the room to join activities as

they prefer. Children access a selection of resources that supports their learning and play appropriately. Children sit quietly at times and look at books, enjoying favourites. Staff share information with parents about children's experiences on a daily basis and identify what children have enjoyed so these activities can be continued at home. Many examples of children's creative work are displayed in the provision and this gives them a sense of belonging. A fair range of posters and resources reflects positive images of other cultures and children develop an awareness of disability through play resources. Accordingly, they learn about the differences in the society in which they live. Staff support children generally well by talking to school staff about issues that cause upset to children which supports their transitions between school and the club.

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

The staff provide a fairly safe environment but the unavailability of a first aid qualification for some staff indicates that, potentially there is a risk to children linked to a partial breach of regulations. Staff provide a welcoming environment in which children are fully at ease and they are happy in the provision. Consequently, children have a sense of belonging and feel valued in the provision. They form strong relationships with staff and their peers and play well with others. Children learn to follow the rules of games appropriately and take turns spontaneously. Staff praise children for joining in with activities and this raises their self-esteem effectively and in turn, promotes good behaviour.

Staff provide opportunities for children to take risks and remind children to use equipment correctly when others are in close proximity. As a result, children develop a clear awareness of maintaining their safety and that of others in the provision. They are well informed about boundaries for outside play and remain within the supervision of staff. Regular outside play encourages children to run around freely and they develop good, large muscle skills by kicking balls. They demonstrate clear understanding of the benefits of physical exercise and healthy eating. Drinks are accessible and children contribute to the preparation of snacks. Consequently, their self-help skills are effectively promoted and children develop a caring attitude to others by serving peers with toast or fruit.

Children attend the nursery and reception classes in the school and similarities are in place for managing behaviour. Children have a clear understanding of acceptable behaviour in both provisions. This ensures that they develop a sense of security, resulting in smooth transition between the school and the out of school club on a daily basis.

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

The manager and staff have a generally good understanding of procedures to be followed if there are concerns about children. As a result, children are competently protected. Most safeguarding procedures are followed adequately and staff have appropriate understanding of managing accidents to address children's injuries. However, evidence of first aid qualifications for some staff is not available. This has little impact on children's safety, although it is a requirement to keep documentation to show that staff have

appropriate qualifications. This is also a breach of the Childcare Register requirements.

The manager reviews the planning regularly and observes how staff deliver activities to promote children's development. Regular discussions are held to review practice and general performance. Staff have a clear understanding of their key person role, including how to support children's individual needs. However, the activities do not reflect a close link to what children learn in other provisions, such as the school. An annual appraisal system is not in place to identify where the staff need consistent support and how their skills can be enhanced. For example, some staff are not clearly informed about the prime and specific areas of learning to support children effectively at all times.

There is a supportive partnership with parents who comment positively on the cheerful environment where children play happily. Copies of policies are shown to parents on request and they receive information about activities and procedures. The provision also regularly takes part in some events organised by the school. However, information is not fully shared about children's learning with this provider. This means that continuity is not maintained in order to promote their progress consistently.

All staff are involved in regular staff meetings which contribute to the self-evaluation of the provision. They mainly review practice and discuss aspects of the provision, identifying some strengths, such as open communication with parents. Children's views are consistently monitored to inform planning and to adapt activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that arrangements are in place to show that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)
- ensure that arrangements are in place to show that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for).

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	EY308516
Local authority	Birmingham
Inspection number	877936

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	5
Name of provider	Ann Brenda Marley
Date of previous inspection	09/02/2009
Telephone number	0121 422 2801

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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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