

Westy Wasps

Alderman Bolton Primary School, Longdin Street, WARRINGTON, WA4 1PW

Inspection date

Previous inspection date

29/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Staff use children's ideas and interests effectively to inform planning and adapt activities, such as inviting a local vet to the club to speak about caring for pets. This broadens and enhances children's learning experiences.
- Children develop warm relationships with staff. They are happy to be picked up from school and enjoy the range of activities presented to them when they arrive at the out-of-school club.
- Partnerships with parents and other professionals are strong and, as a result, children make good progress in their learning and development, given their starting points.

It is not yet outstanding because

- Some elements of the play routine do not always fully consider those children who would like to continue their play uninterrupted. For example, those who would like to continue their play indoors when the main group is moving outdoors to play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children while in their free play, focused activities and snack times.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector held discussions with the children, parents, staff and management throughout the inspection.

Inspector
Linda Shore

Full Report

Information about the setting

Westy Wasps was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated at Alderman Bolton Community Primary School in Latchford, Warrington. The providers are a company limited by guarantee. The out-of-school provision serves the local area and children are collected from four local schools. It operates from two adapted classrooms and there is a fully enclosed area available for outdoor play.

The out-of-school club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The provision opens Monday to Friday term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently nine children attending who are 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:

- review and reflect on the daily routines, so that where possible, those children who would like to remain indoors may choose to do so to enhance their good learning.

Inspection judgements

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

Children thoroughly enjoy the time that they spend at the out-of-school club and are happy to be collected by staff from their classrooms and from other local schools. Staff have a good knowledge of the learning and development requirements and use this well to provide a range of interesting experiences on a daily basis. They provide activities covering all areas of learning and, as a result, children are interested and motivated to learn.

Children make independent choices as they enjoy choosing from a wide range of games, toys and resources. They particularly enjoy a vigorous game of table football. Alternatively, a quiet zone is available where children can relax, chat and read in a comfortable environment after a busy school day. A good range of role play and small world resources are available and children create their own scenarios as they move and combine resources. For example, they confidently collect additional super hero toys from the cupboard to enhance their imaginative play.

Staff help children develop expressive language skills as they sit together and enjoy their snack. Children talk with their friends and staff about activities, which they have enjoyed

at school, and about significant events in their lives, for example, upcoming birthday celebrations. This sparks an interesting and amusing conversation about the age of children, staff and family members. Staff skilfully extend the conversation and the children's learning by asking them to work out who was the oldest person at each table. This means children are learning to count and calculate in a fun way, through everyday conversation and routines.

Children's learning and development needs are well met as effective planning and assessment systems are in place. Young children each have a lovely record of learning, including observations made by staff. This information is linked to the areas of learning and expected levels of development. Staff talk confidently about children's next steps and effectively integrate these into planning, ensuring all children are challenged to make the best progress possible. Parents have access to this information, which ensures that they are kept up to date with children's progress. The manager and staff team inform parents about how the out-of-school club delivers the Early Years Foundation Stage framework. They value children's learning at home and at school. They use all available information to ensure children's time in the club complements their experiences elsewhere.

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

Children develop warm relationships with their key person in the out-of-school club. This enables them to form secure attachments and promotes their well-being and independence. They are always happy to attend and children show that they are disappointed when they are picked up earlier than expected. For example, children did not want to go early when the vet was visiting the setting, teaching children how to care for their pets.

At snack time, children all sit together and talk with staff; they practise their developing independence as they collect their snack and butter their bagels. They are well mannered and polite. They demonstrate this when they use 'please' and 'thank you' as older children offer to pour drinks. Staff are good role models who give clear guidance for children about what is acceptable behaviour. They behave well and respond appropriately to instructions. Relationships are strong at all levels and children are learning to respect each other.

There is a stimulating and welcoming environment. This supports children's all round development and emotional well-being and provides a range of experiences that develop their growing independence and cooperation. The range of resources is extensive in this new club. Staff have a good understanding of, and give a high priority to, the safety of children. Registers are taken as children are collected from school and picked up by parents and carers to ensure that they are safeguarded at all times. Children are kept safe as they are reminded to take care with the door and hold hands when moving from school to club. They are given explanations to help them understand why it is dangerous to climb over the low fence around the outdoor play equipment.

Children are helped to develop an understanding of the need for physical exercise as they access the school playground and equipment on a daily basis. The layout of the building does not allow children to freely access the outdoor area, therefore, this is organised at

certain times during the session. However, this routine does not always take account of those children who would like to continue their indoor play while the larger group play outdoors. This lessens their choice at this time.

Children learn why it is important to have a healthy diet. They have access to a snack during the first part of the session where they enjoy making choices from a range of healthy foods and drink water and juice. Children develop independence when they help to collect, set up and tidy away resources. Children are collected from class at the host school by club staff. This helps young children make the transition between school and club and builds their confidence as they witness the interaction between the settings.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children and their happiness come first. The experienced and well-qualified staff team understands how children learn through play and provides a broad range of activities that support their early learning skills to a good level. Children's safety is given high priority. The manager is the designated member of staff for safeguarding. Policies, and the information on display, are based on the Local Safeguarding Children Board procedures. All staff have a clear understanding of what to do if they have any concerns about a child. Effective risk assessments are in place to identify and minimise risk to children. This helps to ensure a safe environment in which all children can play and learn.

The club has good relationships with parents. The manager talks to all the parents as they come to collect children. They have access to the policies and procedures for the safe management of the setting with copies readily available. Parents receive daily verbal feedback from their child's key person. They feel very confident that staff know and care for their children very well. The recent transition for some children, from a nearby club, was extremely well managed by transferring children, staff and resources. The seamless amalgamation of the clubs means children remain very settled, happy and confident. Partnerships with the schools children attend are building well. Staff gain information from teachers when they collect children and prepare a termly summary of learning, which is shared with them. This means children benefit from care that complements their day at school very well.

There is a robust recruitment process in place and staff have clear roles and responsibilities. The manager and staff team have regular meetings that ensure staff are aware of training opportunities and maintain a good level of professional development. Staff have a good understanding of the provision as they monitor the educational programmes. They ensure that children have a broad range of experiences throughout each session and plan an interesting range of activities, which they know children will enjoy.

Effective self-evaluation of the setting and practice ensures that priorities for improvements are identified and acted upon to enhance the care of the children by all

staff. Staff take into account the views of parents through discussion, and listen to children's views. All parents spoken to during the inspection are highly complimentary about the quality of care and education and fun their children receive at the setting.

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 action. 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	EY456308
Local authority	Warrington
Inspection number	891023
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	not applicable
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, which are usually the childminder's 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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