

WASPS (Wacky After School Playscheme)

The Annexe, Bartley Green School, Bartley Green, Birmingham, West Midlands, B32 3QJ

Inspection date	09/07/2013
Previous inspection date	05/01/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children are happy and enjoy attending this welcoming setting. They are cared for by kind and caring staff. Children settle well and follow a familiar routine.
- Children play well independently, using their imagination and creative skills. They have good access to outdoor play to promote their physical skills and well-being.
- Staff make good use of praise and encouragement to give children confidence, and build their self-esteem.

It is not yet good because

- Children in the early years age range are not assigned a key person. There is not a specific link to a member of staff to ensure that every child's care is tailored to meet their individual needs.
- Opportunities for children to be aware of their own learning goals and be involved in planning their future learning have not been fully embraced.
- The organisation of resources to enable children to have more choice, and initiate their own play and exploration has not been fully explored.
- Self-evaluation lacks rigour, which means that priorities for development have yet to be fully identified to support long term improvement.

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 activities in all playrooms and the outside play space.
- The inspector held discussions with the provider and staff.
- The inspector looked at children's records, evidence of staff's suitability, and a range of policies and record keeping procedures.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

WASPS (Wacky After School Playscheme) was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings owned by a private provider. It is situated in a community building in the grounds of Bartley Green School in Birmingham. There is an enclosed area available for outdoor play. The club serves the local area and is accessible to all children. The club is open Monday to Friday during school term time from 3pm to 5.50pm. Holiday club is available during selected school holidays, and is open from 7.45 to 5.30pm. Children attend for a variety of sessions. There are currently 41 children on roll, nine of whom are within the early years age range. The club employs six members of childcare staff. Of these, five hold relevant qualifications at level 3.

What the setting needs to do to improve further

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

- assign a key person to every child in the early years age range to help ensure that every child's care is even better tailored to meet their individual needs.

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

- improve the organisation of resources to ensure they are accessible to children in order to provide greater choice, and more opportunities for freely chosen play and exploration
- help children to become aware of their own goals, the progress they make, and influence plans to support their future learning and interests
- develop the evaluation systems to clearly show improvements for the future, to support long-term achievements, and outcomes for children.

Inspection judgements

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

Children are happy and settled at the club where the emphasis is on learning through play and having fun. They enjoy attending and receive a warm welcome from staff on arrival. Children settle quickly into the routine, and sit and chat to their friends about their school

day. Older children engage well with the younger children by encouraging them to join in their games, for example, asking them to be in their team to play football. Some children like to relax after their school day with quiet activities. For example, they make up their own games using their imagination with a range of play figures and animals. Children sit at the table and construct models, or play a board game with a member of staff. The creative table is a firm favourite for many children. Children sit with a member of staff who offers support when needed, for example to make a paper plane, or a fan to use outside in the hot weather. Children confidently talk about their creations, and their 'Guess who' paintings are displayed in the playroom. Some children like to draw; others make cards for family and friends. Children make their own pictures cutting out various shapes. They talk about their picture, and identify the different features, such as the river and sky. Staff prompt children to think about how they might cross the river, and the children decide to make a bridge.

Staff are able to support children to acquire skills and help them develop. They have a suitable knowledge and understanding across all areas of learning. Staff understand how children learn, and their expected levels of development. Some activities are planned, and some resources are set out to enable children to make choices about what they would like to do. The organisation of resources is not always effective, to ensure they are accessible to children to provide a greater choice, and more opportunities for freely chosen play and exploration. Planning is influenced by children's ideas and interests. Staff are generally aware of where children may need more support in their learning and development. However, this is not as focussed as it could be because the club do not have a key person assigned to each child in the early years age range to support their individual needs.

Children's personal, social and emotional development is appropriately fostered. Most children are confident to share their views, and staff engage younger children in conversations to build their confidence, helping to support their communications skills. The organisation of the space available works well to make sure children can have quiet times or join together at snack time. Some children like to play on game consoles or watch a film. There are good opportunities for children to play outside which they thoroughly enjoy. This helps promote their physical skills and confidence. Children like playing football, organising themselves into teams and keeping a tally of the goals scored. Children enjoy playing with the dolls and pushchairs, they 'go for a walk', and talk about using the 'zebra crossing' as they pretend to cross the road. Children make marks with chalks and create their own hopscotch game, drawing squares and sequencing numbers one to ten. This supports their literacy and mathematical development. They enjoy singing rhymes and clapping games with staff. Overall, children have fun and enjoy their time at the club.

Staff work in partnership with parents to benefit children. They exchange information with parents at collection times, about children's care, learning and well-being. Some links have been developed with the schools children attend. Staff find out about any individual learning needs, and topics the schools are covering each term. This helps to generally support and complement younger children's learning.

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

Staff are kind, reassuring and support children to settle and feel secure. They have developed a warm rapport with the children. However, the club do not have a key person system in place for children in the early years age range. This has an impact on the care of the children because the key person role is not fully explored to give support to individual children and form strong emotional bonds. While children are cared for adequately at the setting, the lack of support through a key person system means that each child's care is not tailored to meet their individual needs as well as it could be.

Children learn about the clear boundaries and rules to keep themselves safe and form positive relationships. They are involved in devising the rules for the club, and learn about good behaviours, such as sharing, taking turns and respecting others. Children are praised in their achievements, and rewarded with certificates and stickers. The club takes positive steps to eliminate potential risks to children by conducting daily safety checks on all areas used by the children. Staff maintain vigilance while children play outdoors, to ensure only authorised adults enter the playground, and children are reminded not to open the main door when they hear the bell ring. Children become involved in emergency evacuation drills, and there are regular discussions about road safety. Children wear high visibility jackets on the journey from school to the club, they understand the rules for crossing the road and staying together to maintain safety. This reinforces children's developing understanding of keeping themselves safe. Children are encouraged to develop their self-care skills through established routines, and know they have to wash their hands before eating. Children enjoy a sociable snack time, with a focus on healthy eating, and 'tuck shop' treats once a week.

Staff recognise the importance of smooth transitions between the club and school. These arrangements are generally effectively, and this helps to promote some consistency and continuity in children's care and learning. Partnerships with parents work generally well, and they speak positively about the club. They speak about staff being approachable and friendly, and how their children enjoy their time at the club.

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

The provider and staff team have a suitable understanding of how to protect children in their care. They know the procedures to follow in the event of a concern about a child in their care, or if an allegation is made against a member of staff. The safeguarding policies, along with other policies are shared with parents at the admission stage. This helps keep parents informed about the provision. Staff appraisals are carried out to identify any training needs and support professional development for staff. Appropriate checks are in place for all staff to ensure their suitability to work with the children. Children's safety is prioritised. Risk assessments are in place, staff are vigilant and they supervise the children well both indoors and outside. There are clear procedures in place to ensure children are collected by authorised persons. The required documentation is in place to record children's attendance, details of any medication required, and any accidents that occur.

The staff team are well-established, and they work well together to create an environment

that is welcoming and where children are helped to learn through play. Children's progress and the educational programmes are adequately monitored to ensure that children's learning is suitably complemented and supported, in accordance with the settings where they spend most of their time. Staff demonstrate an awareness of working in partnership with parents, schools and other agencies to help meet children's needs. As a team, they reflect on practice and can identify their strengths and areas for development. However, self-evaluation does not currently reflect or show how the provider is monitoring the effectiveness of the provision to support long term improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	509330
Local authority	Birmingham
Inspection number	872344
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	41
Name of provider	Ann Brenda Marley
Date of previous inspection	05/01/2012
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, 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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