

Croft Wasps

St. Lewis's Catholic Primary School, Mustard Lane, Croft, WARRINGTON, WA3 7BD

Inspection date	20/11/2013
Previous inspection date	12/12/2011

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	2
The contribution of the early years provision to the well-being of children	3	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

- Staff have a good understanding of the ways in which children learn best and are skilled in engaging children in activities, to build on what they already know and can do.
- Staff have very good relationships with the children. They are warm and sensitive to their needs, which means that children feel secure in their care and play happily alongside each other.
- Children are confident and feel valued as they contribute to their ideas to the safe running of the club. Behaviour is good.
- Partnerships with parents is strong. Staff have secure relationships with parents who are well informed and have a good understanding of how staff care for and teach their children.

It is not yet outstanding because

- There is potential for children's security to be compromised as school staff and groups of children sometimes pass through the school hall while the club is in progress.
- Systems to evaluate the impact of staff's very good practice are not always fully focused to further enhance their professional development.

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 and discussed the activities with staff and children.
- The inspector looked at children's record of achievement, the club's planning and self-evaluation.
- The inspector looked at relevant records, policies, procedures, risk assessments and staff training and qualifications.
- The inspector took account of parents' views when spoken to on the day.

Inspector

Linda Shore

Full report

Information about the setting

Croft Wasps was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Lewis's Catholic Primary School in the Croft area of Warrington and is one of a chain of privately owned settings. The club serves the host school and collects children from another local school. It operates from the school hall and has access to the computer suite and library. There is an enclosed area available for outdoor play.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and level 3 and the manager has a degree in early years.

The club opens Monday to Friday during term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group and a total 46 children over all age groups. It supports a number of 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 very good arrangements with the host school to even further assure children's security, with particular reference to school staff and students passing through the hall while the club is in progress.

- review the use of staff appraisals to ensure the good quality of teaching is closely monitored and helps staff improve their knowledge, understanding and practice to support children's learning and development even further.

Inspection judgements

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

Children thoroughly enjoy attending the out of school club where they happily engage with their peers in a spacious and welcoming environment. They can make choices from a broad range of resources and activities about what they want to do. Staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy to attend. The environment is arranged effectively to support children's learning and development. Children have direct access to the adjacent computer suite, where they play educational games and learn to use technology. A range of fiction and non-fiction books are fully accessible in the library where children relax and have some quiet time, when they first arrive. This enhances their

literacy. Children have access to the school playground and organise indoor activities, such as dance, football, play mats and basketball nets, to enhance their physical skills.

Children speak to the staff and each other with confidence. Language development is supported as they play, through sharing ideas, thoughts and opinions. Staff model good examples of language and have a secure knowledge of how children learn. Interactions between staff and children are very positive and adults support and extend children's learning through play and respond to their individual needs appropriately. For example, during a cooking activity when reading the recipe, the staff member supports the youngest child with letter sounds and encourages the older children to read it for themselves. Children are, subsequently, active learners.

Staff have a robust understanding of what the children already know and can do. The key person system ensures that the planning of age-appropriate activities and the recording of developmental progress is consistent and accurate. Staff conduct regular observations and assessments of children, which means that the next steps in each child's learning, can be effectively identified. Records show that good progress is being made towards the early learning goals and these are shared with the parents in summaries twice each year. Planning incorporates the next steps for children and provides a balanced mix of adult-led and child-initiated activities. Partnerships with parents are good and they share two-way information daily when picking up their children. An enrolment form and 'all about me' forms are completed by parents when the child first starts. This information exchange ensures that children's individual needs are met during their time at the club.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to the children who they support to feel secure in their care as they develop strong and positive relationships and this is supported by an effective key person system.

Staff are excellent role models and as a result, children are well behaved and show great respect for their friends, staff and their environment. Children express their thoughts about the club by stating that; 'It's fun', the staff 'are really nice' Staff have developed great relationships with parents who are also very complimentary about the club. For example, one parent states; 'my child settled immediately and has always been happy here'. Children's safety is a priority at the club. Staff are proactive in managing risk and have recently met with the head of the host school to address safety concerns identified by the club manager. Although, these have been addressed and partially resolved and staff are vigilant, there is still scope to improve security further. Staff positively encourage children to explore and play safely and children show they understand the importance of this by writing their own club rules. This means that children feel valued and enjoy being part of the setting.

Children thoroughly enjoy tea time as they sit together and socialise while eating and drinking. Healthy lifestyles are promoted through a rotating menu of foods, balanced

across the week. Staff engage in children's conversation, discussing, for example, what children are doing over the weekend. Children have an enhanced understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs and accessing the facilities independently. The younger, nursery aged children are helped and supported by older children during play, such as teaching them how to work the computers. This fosters a sense of responsibility and prepares the younger children for their transition into school.

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

The inspection was prioritised after concerns were raised with Ofsted about children's safety when being collected from a local school with regard to staff ratios and supervision of children. The inspection found no concerns around these areas, for example, adult to child ratios are met and supervision of children is good. The routine for collecting children from the school has now changed due to a change in transport arrangements. Procedures and risk assessments have been fully updated to reflect this, ensuring that any hazards to children are identified and addressed for their safety. At times, while the club is running in the school hall, teachers, staff and other pupils pass through the hall. Although, staff are vigilant, this does present possible security risks, for example, children from club could mistakenly join a large group of children passing through the hall. Relationships with the host school are good and summaries of children's learning are provided for teachers and parents, to provide continuity of care.

The provider and staff are enthusiastic and committed to providing high quality childcare and education for all children attending the club. The manager has a good overview of the delivery of the educational programmes and a clear understanding of her responsibility to meet the learning and development requirements. She monitors staff files and planning for children to ensure their experiences are targeted and children make good progress. The staff team meet regularly to discuss and evaluate their practice. However, the company are currently re-evaluating the appraisal system for all settings in the group. This means that opportunities for staff to fully benefit from rigorous self-appraisal and further enhance professional development are not used as well as possible.

The manager and staff fully understand the safeguarding requirements and thus, children's welfare is promoted well within the setting. Staff recruitment procedures are robust and conducted through the group's central management team and safeguarding training means that staff's knowledge is up to date. Subsequently, staff have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and who to report any concerns to. This means that children are safe and protected while attending the club. Likewise, staff can deal with minor injuries and incidents to support children's well-being because all staff have current first aid training. Effective policies and procedures are in place, which staff adhere to appropriately. Successful evaluation of practice and the club's needs, clearly identify any areas for further improvement and actions to address these are put in place to good effect. Recommendations from the last inspection have been addressed and support effective practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY416959
Local authority	Warrington
Inspection number	944212
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	46
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	12/12/2011
Telephone number	01925 811791

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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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Piccadilly Gate
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