

# Watlers

Watling Street Primary School, Watling Street, WALSALL, WS8 7LW

## Inspection date

Previous inspection date

14/01/2014

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 have a lovely time in this fun-filled after school environment. They take part in a range of organised activities that encourage them to develop their critical thinking as they find their own way of doing things and work out their own solutions to problems.
- Children receive very good levels of care from a strong and established team of staff, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves. This supports them in developing a positive attitude to school and future learning.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- Staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.

### It is not yet outstanding because

- Children do not have a designated area to enable them to relax, unwind or play quietly after busy activity sessions to further enhance their sense of well-being.
- Children's developing independence skills are not always fully supported at snack times.

## 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 the hall and children having their tea-time snacks.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took into account the views of parents and other professional views from documentation available and also from children spoken to on the day.

## Inspector

Patricia Dawes

## Full report

### Information about the setting

Watlers Out of School group was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is privately owned. It operates from rooms within a primary school in Brownhills, West Midlands. All children share access to a secure enclosed outdoor play area. The group serves the children attending the school and is accessible to all children.

The group opens Monday to Friday during term-time. Sessions are from 8am until 9am, and 3.15pm to 5.15pm. Children attend for a variety of sessions. There are currently 56 children on role, of whom 13 are in the early years age group. The group supports a number of with special needs and/or disabilities.

The group employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The group receives support from the local authority.

### What the setting needs to do to improve further

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

- promote children's well-being further by providing an area for children to be able to relax or play quietly after busy activity sessions
- enhance opportunities for children to further develop their independence skills at snack time, for example, by buttering their own bread, making wraps and helping to wash up.

## Inspection judgements

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

Children are happy and enjoy coming to the out of school group and taking part in the activities available after a busy school day. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning what they do and staff work well to accommodate children's preferences and support their progress. Staff's good skills in identifying what children need to learn next ensures that children's individual interests, capabilities and ages are taken into account in the planning of activities. Staff members join children in their play and foster children's language development through conversations. They observe children and make notes to include in children's learning journals. Staff take photographs to include in children's memory books as a record of their learning and development. Good systems are used to

track children's progress so this information can be shared between school, parents and staff.

The environment is organised well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Younger children are paired initially with a 'buddy' who helps them to settle, find friends and gain confidence in their new environment. Older children help and support younger children, including them in their play and helping them with activities. For example, younger children have fun racing toy cars down the ramp built by the older children. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children are supported in developing their understanding of diversity and the wider world as they celebrate festivals of different religions and cultures and access a selection of resources which depict positive images. As a result, children learn to value and respect others. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance things and count.

All children appear emotionally secure. They enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children including them in their play and helping them with activities. Children spend long periods of time engaging in imaginative play with small world resources or being creative making 'treasure' from play dough, bathing the dolls or making festive cakes and biscuits. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively encourage parents to share details of children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Parents also have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is available for them to see in their children's learning journals, which include examples of the colourful artwork their child has completed.

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

Children are settled and secure in the group, which operates from a room that the children are already familiar with. Both staff caring for the children also work as teaching assistants in the school, which makes the transition from school to the club very easy for children. They are allocated a 'buddy' when they start, and this is an older child who helps them to become familiar with the routines and activities so that they settle well. A well-established key person system ensures consistent care for children, which helps them to feel happy and secure. Staff use termly communication sheets to record and share details of all the learning that children have taken part in during the day both at school and at the group. As a result, children benefit from continuity in their learning and consistent support when at home, school and the group.

Younger children play in both small and large groups and enjoy the company of older

children, particularly at mealtimes. Children initiate their play and invite peers and older children to join in. Children tell their parents and visitors that they enjoy attending the group. The room used by the group is welcoming and safely set out in clear learning areas, although, there is no designated space available to allow children to rest, relax and unwind if they want to. The resources and play opportunities provided are appropriate and support children well to boost their confidence and self-esteem. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities.

Both staff members are positive role models and take time to praise children when they show kindness to others, for example, children are rewarded with certificates for helpfulness and kindness to others. Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the group. Staff support children's understanding of safety issues, such as fire safety, through practising regular fire evacuation drills. Children also learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to children developing good levels of self-esteem and general well-being.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy a range of healthy snacks, such as sandwiches, wraps and fruit. Although these are readily available, there is scope to extend children's independence skills during snack time. This is so they have even more opportunities to do things for themselves, such as preparing their own snack and helping to wash up. There are good opportunities for children to become active. For example, children have access to the school's outdoor area and equipment. Children also take part in indoor physical play activities in the hall when it becomes too dark or unsafe to play outdoors.

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

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the registered person and are well-met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They attend regular training on safeguarding and are aware of their responsibility to report any concerns. Recruitment and vetting procedures are rigorous and robust, including a detailed induction for new staff, which helps to ensure that children are safe. The security of the premises is given a high priority and is well-maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

Both staff members are motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement. Regular reviews of the educational programme ensure children benefit from a broad range of

experiences, which help them to make good progress. There is a clear improvement plan in place which leads to better outcomes for children. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parent's and children's views are sought through discussion and documentation, such as questionnaires. Parents speak highly of the service and regard the staff as 'very approachable and friendly.' They appreciate how well staff adapt to children's routines and say their children love to come to the group. Staff work in partnership with other professionals involved in promoting specific children's needs and have a positive relationships with the host school. This enables children to benefit from continuity and consistency in their learning and effective support that helps them to make a smooth transition between school and the group.

### **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

<b>Unique reference number</b>	EY467641
<b>Local authority</b>	Walsall
<b>Inspection number</b>	928528
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Debra Jane Whitehead
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543452320

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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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