

Woolston Wasps Link Club

Woolston Community Primary School, Hall Road, Woolston, WARRINGTON, Cheshire, WA1 4PA

Inspection date	10/02/2014
Previous inspection date	10/11/2009

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
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

- Practitioners have a good knowledge and understanding of how children learn through play. Consequently, children enjoy activities which complement their school day.
- Children's individuality and self-esteem are supported well, because practitioners know and value each child.
- Effective partnerships with parents and schools support continuity in children's care, which supports children's well-being.
- Children enjoy playing in a clean, welcoming space, and are kept safe from harm, because practitioners understand their responsibilities and maintain a high standard of care.
- The team are enthusiastic about developing their practice and are committed to continuously improving the setting for the benefit of the children.

It is not yet outstanding because

- There is scope to further improve the provision for the younger children who attend irregularly, so that they have receive an improved experience at the club.

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 inspection took place during the after school club. The inspector observed children's arrival time, snack time and activities in both the indoor and the outdoor play areas.
- The inspector spoke to the manager of the provision, the early years co-ordinator, and a representative of the registered provider, as well as children and practitioners.
- The inspector looked at a selection of children's records and planning documentation.
- The inspector reviewed documents including evidence of practitioner's suitability to work with children, their qualifications, and the setting's safeguarding policy.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Sara Edwards

Full report

Information about the setting

Woolston Wasp Link Club was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of several out of school clubs run by Woolston Wasps Link Club Limited, and operates from premises on the playground of Woolston Community Primary School in Woolston, Warrington. Children have access to areas within the school grounds for outdoor play. The club serves three local primary schools.

The club is open five days a week from 8am to 9am and from 3pm until 6pm, during term time. Children attend for a variety of sessions. There are currently 42 children attending and of these, seven are in the early years age group. The club supports a number of children with special educational needs and/or disabilities. The club employs five regular members of staff. Of these, three hold appropriate childcare or playwork qualifications at level 3 and one at level 2.

What the setting needs to do to improve further

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

- enhance the provision for the younger children who attend less often or irregularly, for example, by providing them with a cosy area where they can relax when tired and involving them even more in making decisions about what they want to do.

Inspection judgements

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

Children enjoy their club because practitioners have a secure knowledge and understanding of how to support children's development through play. Practitioners have created a welcoming environment where children can relax, play and learn. They provide a good range of resources for children to choose from and they support children's decisions, so that children learn to be independent and to make choices. Practitioners plan interesting activities for children and adapt plans as they follow children's emerging interests. As a result, children enjoy their time and make progress in their chosen play. Practitioners value children as individuals and base their plans on accurate assessments of children's individual learning needs. They focus appropriately on the key areas of personal, social and emotional development, communication skills and physical development. This helps children develop key skills and confidence to support their learning, in school and at home. Children also develop in other areas of learning, as practitioners plan interesting club activities. For example, children learn about other cultures when they learn about Chinese New Year celebrations and they explore different shapes and textures as they make collages.

Practitioners play alongside children and talk with them, enhancing children's communication skills and supporting them as they learn to play with their peers. Children enjoy being active, for example, creating dance routines indoors and running and exploring outside. While the school playground is being developed they are not able to do all of their favourite activities, but practitioners are skilled at making the most of what they have. For example, they use the outside space to play group games and they allow children to take risks exploring large puddles. Practitioners and parents share information on children's development and interests, which supports children's learning at home, at school and at the club. Good information is gathered before children start at the club, so that practitioners can plan for their interests from the first day. The early years co-ordinator and reception teachers also share information so that the club can complement children's school learning further, for example, by offering opportunities to explore similar topics in different ways.

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

Children form good relationships with warm, caring practitioners. They share their news, and talk confidently about their day. Their emotional well-being is supported as practitioners take time throughout the session to listen to children and praise their achievements. Children behave well and learn to stay safe because practitioners promote their safety and well-being at all times. Practitioners support children with gentle reminders and explanations and allow children who need to, space to explain their feelings and apologise. As a result, all children, including those who need additional support, play happily together. Practitioners plan activities, such as, learning the recovery position for first aid and visits from the community support officer, so children learn to take care of themselves and others.

Children learn to be healthy as they enjoy physical activities together. They enjoy healthy snacks and make posters about healthy foods, relevant to their age. For example, young children enjoy a story about a hungry caterpillar and talk about which foods he should not have eaten. Practitioners work closely with parents to support children when they start at the club, particularly when they are also starting at school at the same time. They gather information so that they can meet children's care needs well and they help children settle into new routines. They also support children in their daily moves between home, the club and school, by supporting their self-esteem and by sharing information on their health and well-being. Some children do not always enjoy themselves as much as others, because they are tired, or because they do not attend regularly. Practitioners know their needs well, and support them appropriately, but there is scope to consider how to further improve the after school club experience for these children.

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

Children are protected from harm because the practitioners understand their responsibilities. Children play in a safe, clean, secure environment, because practitioners undertake daily checks and regular risk assessments. They undertake training to learn how to promote children's health and safety and maintain high standards in their practice, so they protect children well. Thorough documentation ensures that children's medical needs are met. Practitioners are trained in child protection issues and demonstrate that they know what to do if they have any concerns, so children are protected from potential harm. Comprehensive company policies, combined with effective management support, ensure that good practice is followed with regard to safe recruitment, supervision and appraisal of practitioners. This ensures that practitioners are suitable to work with children and continue to develop their practice.

Practitioners understand their responsibilities to meet the learning and development requirements, by providing good care and a range of activities in key areas that complement the children's school day. They monitor the provision as a team, as they work alongside each other and during regular team meetings. They evaluate activities and develop ideas for improvement. The team are very committed to the children and to developing their practice for the children's benefit. For example, recent accreditation with 'Play England', involved significant training and reflection on practice, which has led to improvements in children's play experiences and choices. The work put in by the team to move to dedicated premises has also had a positive impact on the provision children receive. Children now have their own space where they can enjoy a more comfortable environment and display their creations. The manager attends regular meetings with the managers of other settings in the group and the practitioners attend group training. This supports sharing of good practice. The team has a strong capacity to sustain ongoing improvement because of their commitment to improving the club and the support available to them.

Overall, this is a strong and effective provision that provides a safe and fun environment for children and a valuable service to working parents. Parents comment on how helpful the practitioners are and how much they appreciate that their children are safe and happy, particularly those with special needs. Partnerships with parents and schools contribute effectively to the continuity of children's care and learning and hence support children's development and well-being.

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	315284
Local authority	Warrington
Inspection number	876963
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	42
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	10/11/2009
Telephone number	01925 817296

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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