

WASPS (Whyteleafe) LTD

Whyteleafe School, Whyteleafe Hill, WHYTELEAFE, Surrey, CR3 0AA

Inspection date	24/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 benefit from a welcoming, inclusive setting. They have access to a wide range of resources and play materials.
- Children take part in a good variety of activities that complement their experiences at school.
- Staff work closely with the school so that children benefit from a consistent approach.
- Staff have positive relationships with parents and keep them well informed.

It is not yet outstanding because

- Outdoor experiences are not fully extended.
- Systems are not currently in place for finding out the views of parents as part of the self-evaluation process.

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 taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

W.A.S.P.S (Whyteleafe) Limited registered in 2013. The setting is located within the grounds of Whyteleafe Primary School in Whyteleafe, Surrey. It provides out of school care for children aged from four to eleven years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting provides a breakfast club from 7.30 am to 8.45 am and an after school club from 3 pm to 5.45 pm each weekday during term time. There is a play scheme from 7.30 am to 5.45 pm for three weeks during the summer holidays and one week at Easter. There are currently 12 children in the early years age range on roll. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The setting employs 15 members of staff altogether. There are six staff who hold relevant childcare qualifications at level 3, including the manager.

What the setting needs to do to improve further

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

- extend the range of outdoor play experiences further

- develop systems for gathering regular feedback from parents as part of the cycle of continuous improvement

Inspection judgements

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

Staff welcome all children into the setting. They find out as much as they can about children's background and needs before children start by talking to parents and the school. This means they get to know children well and can provide any support they require. They plan a varied range of activities based on children's interests and needs, which complement their experiences at school. Staff make observations of any significant achievements children make and use these to identify future learning experiences for them. They also pass these observations on to teachers at the school to include in their ongoing assessments. Staff keep parents well informed on a day to day basis. They talk to them every day when they collect their child and use contact books to pass on written information about their child's day.

Children enjoy their time at the setting and play happily with their friends. Staff support children's language development when they encourage them to join in with conversations at snack time and share their news. They provide a wide selection of books for children to choose from and a quiet area to read in, which successfully fosters children's interest in

books and stories. Staff support children's understanding of number when they count with them as they play 'What's the time Mr Wolf?' Children solve simple problems as they build models with construction sets, moving the pieces around until it makes the shape they want. Staff encourage them to persevere with the task and praise them when they succeed. They encourage children to talk about their emotions when they create faces using paper plates. Children enjoy playing outside and some do so for long periods. They run around playing a game of chase, play ball games or have a turn on the trim trail. However, staff have not fully developed the outdoor experiences to provide a wide range of experiences. For instance, there is a lack of opportunity for creative activities or construction on a large scale and for children to explore and investigate the natural world.

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

Children come into the setting confidently at the end of the school day. They have good relationships with staff and each other and there is a friendly atmosphere. Staff are calm and consistent in their approach and intervene promptly to help children resolve any disputes. This helps children behave well overall and supports their emotional well-being. Children are familiar with the routines and expectations of the setting. They sign themselves in as they arrive, put their belongings away and quickly choose an activity. They gain independence skills as they help themselves to resources or pour their own drink.

Staff make daily checks of the premises to make sure children can play safely and take immediate steps to keep children safe in unforeseen circumstances, such as local flooding. They are vigilant in supervising children at all times, for instance making sure enough staff are both inside and in the playground. The base room for the setting is welcoming and well organised, with a wide variety of resources that are stored so that children can easily choose activities for themselves. Children learn to be aware of risks and how to keep themselves safe when staff involve them in their assessments of risky play activities and remind them why important safety rules are in place. Children all take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. Children manage their own personal needs when they wash their hands before they eat. They benefit from healthy options at snack time and enjoy choosing some fruit to eat. They play outside every day as part of a healthy lifestyle. They have fun playing sports or a game of chase, practising their physical skills in the fresh air.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are suitable to work with children. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day-to-day

running of the setting. The committee and manager monitor staff performance closely through supervision, appraisals and staff meetings. Staff attend local training courses to further develop and extend their skills. This ensures that the staff group is well trained and supported.

Staff have a clear understanding of their responsibilities in relation to the learning and development requirements. They monitor children's progress effectively through observation and assessment. They adapt activities where needed, to ensure all children can take part, for instance where children are younger or have special educational needs and/or disabilities. Staff have good relationships with parents and welcome them into the setting. Parents have access to a wide range of information including policies and procedures through the notice board and newsletters. Parents say they particularly value the caring approach of staff and comment that they feel their child is safe and well cared for.

The manager is committed to continuous development. She regularly reviews the service with the staff team and they take effective steps to address any areas they identify for improvement. For instance, they have worked on strengthening systems for sharing information with the school and now work very closely in partnership with them. This means children benefit from a consistent approach. Staff seek the views of children as part of the process for monitoring the setting. For instance, children recently requested further photographic equipment, which staff put in place. However, systems for regularly gaining feedback from parents, such as through questionnaires, are not yet established.

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	EY466926
Local authority	Surrey
Inspection number	931934
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	64
Number of children on roll	102
Name of provider	WASPS (Whyteleafe) LTD
Date of previous inspection	not applicable
Telephone number	07908611545

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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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