

Impact Initiatives - Whitehawk After School Project (WASP)

Whitehawk Primary School Canteen, Whitehawk Road, Brighton, East Sussex, BN2 5FL

Inspection date	08/05/2014
Previous inspection date	17/09/2010

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

- Staff understand the children's individual needs and show a strong commitment to giving the children positive play experiences.
- Children enjoy being independent and benefit from having skilled staff who can facilitate their ideas.
- Staff are well-qualified and have a good working knowledge of the policies and procedures that guide their practice.
- Staff use positive methods of behaviour management and build good relationships with children.

It is not yet outstanding because

- Sometimes staff do not fully support children in providing challenging play using recycled materials and home-made objects.

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 at play indoors and outside.
- The inspector talked to staff and the manager about safeguarding.
- The inspector examined a range of documentation.
- The inspector gathered the views of parents.

Inspector

Susan McCourt

Full report

Information about the setting

Impact Initiatives Whitehawk After School Project (WASP) was registered in 2003. It operates from City Academy Whitehawk in Brighton. It is a charity-run group and serves the Whitehawk and Manor Farm community. The group uses the canteen and gym area of the school with kitchen and toilet facilities and has sole use of the premises during opening hours. There is a secure outdoor play area available. The after-school club is open from 3.15pm to 5.30pm, five days a week, term time only. The holiday club is open some school holidays from 8.45am to 6.00pm. There are currently 62 children aged from five to 11 years on roll that attend for a variety of sessions. The club currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The club employs five members of staff, four of whom have playwork and sports coaching qualifications to at least level three. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide further challenge in activities, such as making further resources and creating with recycled materials.

Inspection judgements

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

Staff have a good understanding of how to support children's needs using playwork principles and a strong familiarity with the learning and development requirements. Children attend the club after a day in school or in their school holidays and enjoy having opportunities to choose what to play. Physical play is always available which helps children to exercise and expend energy. Children can also rest, or take part in open-ended craft activities, making independent choices and pursuing their interests. Staff facilitate children's interests and tailor the activities to suit their abilities.

Staff have strong play and teaching skills. Children arrive and settle quickly to purposeful play and staff make sure activities are available in each area of learning. For example, children can take part in art and design play, do their homework or play sport. Staff provide resources which children can adapt to set their own challenges. Craft resources are varied and children enjoy making pipe-cleaner animals and drawing pictures. As they play, children chat with each other and build friendships. Staff are also on hand to teach craft skills and chat with children about their day. Other adaptable play materials include large foam interlocking squares and children work together using these to construct walls

for a den. They devise various solutions for getting the walls to stay upright while they drape material over the top to create a roof. Staff suggest different solutions and the children build a successful den, which they then play in for the rest of the session. This supports children's problem-solving skills. Children doing homework ask for help from staff and enjoy their support in a more relaxed environment. Children enjoy using electronic equipment such as tablet computers and games consoles. Staff also involve children in open-ended and adult-led games and sport activities. For example, staff take children outside for an informal kick-about, but also organise group throwing and catching games which are designed to build children's competence in sport. Staff are keen to promote this play and other more inventive forms of play and make sure that children do not use electronic equipment for the whole session. Staff are quick to spot children's interests and facilitate them. Children who pretend to play guitar on a racquet have their play extended as staff create a drum kit using wooden spoons and large bean bags. Children relish this inventive and imaginative play. However, there are limited opportunities for children to use recycled and home-made equipment to use in their play.

Staff gather information about children's starting points from teachers, parents and the children themselves. Staff sit with children when they start at the club to see what they like doing, their interests and preferences. Staff then plan activities which will engage the children in purposeful play. Staff plan to focus on individual children at each session and make regular observations of their achievements and next steps. These observations feed into the planning for the next day, or for the child's next session. In this way, children build on their achievements and develop new skills. Staff meet with children to review their interests and ideas each term. Staff give feedback to parents about what children are doing, which supports a good partnership.

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

Staff are effective key persons for children. Children in the early years age range are assigned a key person who oversees their play and developmental skills. This person spends time with the child every session and gets to know them as an individual. All children enjoy warm and friendly relationships with staff, and there is a relaxed, playful atmosphere. Staff create a good play and learning environment. Children have space to play at their chosen activities and have good levels of independence. They choose freely from a wide range of activities, and resources are of good quality. Children can use the school's outdoor playgrounds and there is a pond and nature trail for more specific outdoor activities. Routines support children's independence as they have a maximum time for free play and can stop for a snack when they come to a natural break. Children choose from a range of healthy options at snack time and staff make sure that all children have had something to eat. Children can also have a drink at any time. Children enjoy playing in the fresh air and taking part in physical activities. They take part in hide and seek, ball games, parachute games and other sports. Children can use scooters and other playground equipment. Staff are careful to teach children how to play safely. For example, they restrict scooters to one part of the playground, and make sure that children do not run indoors. This helps children to learn to manage risk-taking and their personal safety.

Staff manage children's behaviour very well. They have clear expectations of children, and are firm and positive in their guidance. Staff support children in cooperative play and in respecting each other. Staff pick up on how children talk to each other and address any challenging behaviour in a firm and clear way. Staff phrase things positively which helps children to respond well. For example, they say 'let's run outdoors' to make sure that children do not run indoors. Staff work with teachers and parents to make sure that they use the same strategies where possible which helps children to learn how to manage their feelings and actions.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability to work with children as part of the thorough recruitment process. Unchecked staff have no unsupervised contact with children. There are clear and detailed policies and procedures for safeguarding children, and all staff have copies in their handbook. All staff have regular training in child protection and know what to do if they have concerns about a child's welfare. Staff are very careful of children's safety. For example, the manager conducts rigorous risk assessments to identify and minimise any hazards to children. He also reviews accident and incident records to examine what happened and update procedures accordingly. This supports the ongoing safety of children. Staff are well-deployed to make sure that tasks such as escorting children from schools and preparing snacks are carried out efficiently. Children enjoy good levels of supervision as the club is consistently staffed to surpass the required ratios.

The manager works alongside staff in all aspects of the work so understands the staff's skills, knowledge and understanding very well. He acts as a mentor and role model for new staff and holds regular informal meetings to discuss plans and children's needs. Staff identify their ongoing professional development needs in annual appraisals and have access to further training. The manager and staff have clear, shared values, aiming to give the children independence and the chance to follow their interests in a supportive and friendly environment. The team work well together to facilitate children's interest, acquiring further equipment as necessary. They make improvements to directly benefit children, such as creating a cosy area where children can relax quietly on cushions.

Parents value the club and comment on how much their children enjoy coming. Staff share information with parents about the child's day and pass on messages from the school. Staff take part in the school's social events such as fairs, and encourage parents to get involved too. Staff work with parents to support the families' needs, sharing strategies so that children have consistent care. The staff have good partnerships with teachers and the school and liaise closely to meet children's needs. This is particularly true where children have additional needs, so children benefit from a supportive network.

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	EY270868
Local authority	Brighton & Hove
Inspection number	966328
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	62
Name of provider	Impact Initiatives
Date of previous inspection	17/09/2010
Telephone number	07919442633

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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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