

# Wagtails Playsafe Club

Wolsey Infant School, Kings Henry Drive, New Addington, Surrey, CR0 0PA

## Inspection date

Previous inspection date

17/09/2014

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 demonstrate a good sense of belonging, because they have a close relationship with staff and enjoy a friendly and welcoming environment.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- The manager provides good support to staff allowing them to continuously develop their knowledge and skills.
- Staff develop good links with parents to support their children's needs.

### It is not yet outstanding because

- Transitions during the sessions are not always clear, leading to confusion for the younger children and fewer good opportunities to develop independence.
- Links with local schools are not fully established in order to support continuity of care and learning.

## 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 spoke to staff and the manager.
- The inspector observed children engaged in activities and spoke to them at different times.
- The inspector spoke with several parents.
- The inspector sampled policies and relevant documentation.

## Inspector

Tracey Murphy

## Full report

### Information about the setting

Wagtails Playsafe Club is a privately managed out-of-school provision owned by Jancett Childcare and JACE Training Ltd, that runs 21 nurseries and out-of-school clubs. It registered in 2005 and changed business status in 2014. It operates from Wolsey Infants School, in New Addington, Surrey. The club has the use of two halls, a food preparation area and toilet facilities. There is an enclosed playground available for outdoor play. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs three members of staff, of whom two hold appropriate early years qualifications at level 2 and 3.

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

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

- strengthen support for the youngest children during transition times so they clearly understand what will happen next to promote their independence skills
- strengthen the relationship with class teachers to provide continuity of care and learning.

### Inspection judgements

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

Children leave the classroom to enjoy a positive experience in the club; consequently children feel valued and form positive attachments to staff. Children enjoy a wide range of stimulating activities and opportunities to learn and have fun. Children in the early years age group each have a key person to support them during their time at the club, to help them feel secure. However, staff do not always clearly explain what will happen next during transitions throughout the session. Therefore, some children have to rely on staff rather than developing their independence skills. Children become confident due to the many opportunities provided to help to increase their self-esteem and self-worth. For example, children have ownership of their own individual play plans which staff use to build relationships and to plan activities according to children's individual needs. Staff display children's work which places value on their work and compliments their efforts.

The manager and staff team put a lot of consideration into providing engaging play opportunities for children. They also consult with the children to ensure they have an active role in the choices of resources, games and activities. This results in children being engaged and enjoying activities based on their interests. Children are able to use toys and equipment that enable them to develop skills for the future. For instance, during the

inspection, children enjoyed drawing and writing their family tree which helps them to extend their early writing skills. Staff actively engage in activities with children which enables the children to develop a good communication and language skills. Children develop good physical skills because they are able to engage in well-organised team games on the school field. They enjoy using a variety of equipment to enhance their skills in climbing, balancing and negotiating space to support their physical development. Children learn to use the environment safely taking supervised risks during outdoor play.

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

There is a good key-person system in place to support the youngest children's emotional well-being. Staff are deployed well to allow children to move between indoors and outdoors independently. Staff are good role models to children and manage behaviour well so that children learn about boundaries and expectations. They are skilled at creating an environment that is calm, yet exciting and vibrant. Children are encouraged to manage their own risks during both indoor and outdoor activities so they develop resilience and self-confidence.

Staff have a sound understanding of how to keep children safe from harm and are fully supported and monitored by the manager. Children feel safe within their environment and enjoy praise for their behaviour; for example, children are rewarded by being the helper for the evening. This promotes their self-esteem and encourages children to behave well. Staff are keen to ask children about their day and are respectful to those who are less keen to engage in this.

Children at the club enjoy a balanced and healthy tea each evening, with water and fruit available throughout the session to support their good health and dietary needs. Staff sit with children during their tea to promote the social aspects of eating together and encourage healthy choices explaining why certain foods are 'good for us'. Children are able to be independent and manage their own personal hygiene. Older children are keen to help younger children to wash their hands and tidy away after teatime to go outside, showing care and consideration.

Children enjoy a well-resourced and well-organised environment, where they enjoy helping staff prepare activities for outdoor play. This promotes their self-esteem and enables them to take responsibility for their own play.

The manager and staff team have strong partnership with parents. Parents comment that staff are friendly and they feel able to speak to them should there be a problem. Parents engage with staff for daily feedback as well as when their child starts at the club to promote good partnership working for the benefit of each child. The manager and staff team engage with parents to set targets for individual children to help them make progress in their learning through play. The manager engages with some class teachers although the link is not fully effective to fully support children's learning in the Early Years Foundation Stage.

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

The manager and staff team provide an interesting and engaging environment for children to explore. The visual planning board engages the children in the choices they make so they have ownership of their play and learning. The staff team ensure activities are challenging for children to enjoy. The manager's good use of a reflection book helps them to ensure activities are not repeated to offer children differing challenges over time. The children and parents have access to the planning board so that all are involved in the club and parents have a clear understanding of the structure of children's time at the club.

Children's safety is given high priority. A good range of procedures are in place to ensure children are cared for in a safe and secure environment. Staff carry out risk assessments on all aspects of the club, including the kitchen, both in the main halls and outside. The manager ensures staff understand the safeguarding and welfare requirements and the setting's policies and procedures through regular quizzes with staff. This system highlights to the manager training needs for staff and helps to ensure they fulfil their roles and responsibilities towards the children.

There is an effective induction, recruitment and vetting system in place to make sure suitable adults work with the children. All staff hold appropriate childcare or playwork qualifications and have current first-aid certificates. This means they know how to act in an emergency to protect children.

Staff deploy themselves effectively throughout the session, supporting and enabling children to choose whether to play inside or outside. Staff interact consistently well with children which enhances their learning experiences.

Staff speak to parents about their views on the club and children are able to express their likes and interests through discussions with staff and questionnaires. The manager frequently reflects with staff on practice allowing them to regularly evaluate the service they provide. This enables them to identify areas to improve that will have a good impact on outcomes for children.

There are well-established partnership with parents, which benefits the children's welfare and learning. Staff work with parents to agree targets for their children during their time at the club to support consistency of care and education. Parents comment that they are very happy with the care their children receive at the club.

### 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY470071
<b>Local authority</b>	Croydon
<b>Inspection number</b>	961017
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Jancett Childcare and JACE Training Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0206 691725

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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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