

Wylfe Coyotes After School Club

Greenlight, Cherry Orchard, Warminster, BA12 0PN

Inspection date

Previous inspection date

15/10/2014

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

- Management and staff provide a varied, interesting and well-used outdoor space which encourages children to learn and develop in all areas of learning.
- The reflective staff team work hard to make improvements and implement changes to improve outcomes for children.
- Staff welcome all children to the club and provide a very inclusive environment.
- Staff use positive behaviour management strategies, which children respond well to. As a result, many children are confident and prepared to 'have a go'.

It is not yet outstanding because

- Arrangements for information sharing and partnership working with some pre-schools and schools has not been fully implemented to ensure continuity in every child's learning.
- Staff do not fully develop children's growing understanding of how to keep themselves healthy 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 children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager, children and staff at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector also took account of the views of three parents spoken to on the day.

Inspector

Alison Kaplonek

Full report

Information about the setting

Wyllye Coyotes After School Club was registered in 2014 as ownership changed to a community interest company. It originally opened in 2005. The group operate from a building within the grounds of Wyllye Valley C of E School, Codford, Wiltshire. They also have access to a secure enclosed outside area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The after school club is open each weekday during term times only for breakfast then after school from 3pm to 6pm. A holiday club operates in the school holidays from 8am to 6pm. There are currently 60 children on roll, of which two are in the early years age group. The club supports children with special educational needs and/or disabilities. The club employs seven staff; all hold a relevant qualification or are working towards one. The manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen arrangements for information sharing and partnership working with other providers and schools in order to ensure greater continuity in children's learning and development
- improve food options given to children at snack time to ensure that they are developing a good understanding of why it is important to have a healthy diet.

Inspection judgements

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

Children are very comfortable and feel safe at the out-of-school club. They access a wide range of activities that interest them both indoors and outside. After a hard day at school or pre-school, they enjoy their session and have fun. Staff have a good knowledge of the seven areas of learning and undertake observations on the children and engage in conversations with them. This enables the staff to create planning that reflects the children's interests and complements experiences they receive at school or pre-school. The high staff ratios and deployment of staff result in children having many worthwhile conversations and interaction with staff who overall, respond to their needs well.

Since the last inspection, management and staff have improved the planning and now implement a more formal approach to this. They provide a good balance of adult-led and child-initiated activities while still being able to keep their preferred emphasis on outdoor play and learning. Children arrive at the club eager to see what is on offer and

independently decide for themselves what to engage with indoors and outside. They are greeted by staff who welcome them to the club each day and ask about their day at school or pre-school. Enthusiastic staff play and interact well with the children, promoting sharing and taking turns. They ensure that all children are included if they wish to be, including those with particular needs. Outside there is an interesting and varied area and staff use this well to promote children's physical development and understanding of keeping themselves safe. For example, staff provide natural materials for children to explore and investigate, such as a mud kitchen and grass banks for climbing and rolling down. Inside children concentrated and explored the wide range of small world and construction toys, some of which are electronic, in the quiet room. Another group of both younger and older children, chose art and craft activities. They used their imaginations to create their own models and pictures. They chatted to staff who encouraged them to problem solve and think for themselves. For example, they talked about how to join different materials and the shapes they needed to cut out. Staff provided good support and encouraged and questioned children well to promote and develop children's learning.

Staff establish what the younger children can do when they first start through talking with parents and asking them for information about their child's care needs and development. As a result, staff get to know the children well. Each of the younger children has a key person who liaises with parents and pre-school or school to ensure that they are meeting the needs of the children. They obtain information about the child's school day, which enables them to offer the children continuity in their well-being. Systems for sharing information about children's learning however are less well developed to fully promote continuity in children's development. The after-school club is fully inclusive and welcomes children with special educational needs both before and after school and during the school holidays. Extra staff are employed to work in the club during the holidays to enable all children to participate in the wide range of activities on offer.

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

Staff promote children's welfare well. The new children settle very quickly into the routine of the club. They have been able to have settling-in visits, which has enabled them to meet the staff, older children and gain an understanding of the routine of the session. The younger children's key person takes responsibility for ensuring that they are happy and settled. This results in the children feeling secure from the first day and confident to join in with the activities. Staff members who collect children from school manage these transitions effectively. They pass on messages to parents about any children who have been unwell or had a difficult day at school.

The staff are good role models; they are consistent in their management of children's behaviour using positive reinforcement and building on the children's self-esteem. As a result, children behave well. As they follow the good example set by staff, they are polite and courteous to adults and their friends. Staff work with the children to devise the rules of the club and regularly remind them about not running in the corridor and about being kind to their friends. This means they are clear about the behaviour staff expect of them. The children play together well, cooperating and taking turns. As a result, relationships are

positive with the older children often helping the younger children; for example, they help with getting toys down from a high shelf or look at books together. The manager and staff ensure that the resources available for the children reflect the wide age range, the children's needs and their different backgrounds. Children's work is displayed in the rooms which gives children a sense of security and belonging.

Staff encourage children to learn about healthy eating at tea time and often provide a hot meal such as jacket potatoes and beans or pie and vegetables. They all sit together making it a social event. However, staff do not always support children's growing understanding of how to keep themselves healthy at snack times. When children arrive at the club after school, they are not offered any choice of snack and what is offered is not always a healthy option. Staff make sure that children have easy access to drinks and children help themselves when they are thirsty. Younger children independently attempt to pour their own but staff offer help if necessary. Children know to wash their hands before sitting down for tea or after using the toilets and manage these personal routines themselves. Staff take into account any dietary or health needs children have. Staff encourage children to go outside in all weathers and provide suitable clothing if required. Children very much enjoy the outdoor environment and benefit from the fresh air and vigorous exercise and activities that develop their physical skills and keep them healthy.

Staff encouraged children to learn about keeping themselves safe by supporting younger children as they used scissors. They reminded children to sit on their chairs in case they fell off and not to run in the corridor in case they bumped into other children. Older children are gaining an understanding of risk through activities that encourage them to explore their environment. For example, children balanced on the logs outside and learnt when to jump off before the logs rolled over. They carried out a risk assessment of the outside area alongside staff and talked about removing the toadstools growing in the grass in case they were poisonous.

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

Children's safety is a priority for the staff; they use daily written and visual risk assessments to ensure that the environments the children use are safe. Staff register children in as they arrive from the schools and pre-schools where they are collected and escorted by additional staff. They regularly count the children as they play in the various areas inside and out. Most staff have undertaken safeguarding training and they have a good understanding of the procedures in place and how to implement these if they had a concern about a child in their care. There is a robust and clear policy, which includes how to contact the Local Children's Safeguarding Board. Posters and information displayed in the hallway informs parents about the club's duty to follow up any concerns they have about the children in their care. This helps to promote children's welfare.

The staff team are dedicated to continuing to improve both the breakfast and after-school clubs and the holiday club to ensure that children of all ages are secure and happy. All members of staff respect the children's different backgrounds and have a good

understanding of their needs. Management and staff meet each week to discuss and evaluate all aspects of the club, including information gained from parents' questionnaires and any contributions received from the children. Since the last inspection, managers and staff have worked hard to make improvements to the outcomes for children. They have implemented changes to improve the qualifications held by staff. They have developed and improved systems for carrying out risk assessments and consequently made the club safer and more secure for the children. Management now make sure that staff receive regular monitoring to identify their training needs and many have recently completed courses, which has improved their knowledge and understanding of the Early Years Foundation Stage and their responsibilities within this. Key staff now track and monitor the progress made by the younger children. Management have made considerable improvements to systems for evaluation and are reflective and proactive in making positive reforms. These changes have had a positive impact on children's learning and development, and well-being within the club.

Robust recruitment and vetting procedures ensure all adults working with the children are suitable. All visitors are required to show their identification and sign in and out of the visitors' book. The procedure for the arrival and departure of children is effective in ensuring that children continue to be safe at all times. All staff hold a first-aid certificate so that if a child or adult were to have an accident they would be dealt with quickly and correctly. All staff have a clear understanding of the Early Years Foundation Stage learning and development requirements. Partnerships with parents are positive in working together to support children. Management and staff seek the views of parents and the children regarding the provision and discuss and make changes if required. They have daily discussions with the parents who are very positive about the club. They state that they are happy with the care and learning provided for their children. However, arrangements for information sharing and partnership working with some pre-schools and schools are not fully implemented to ensure continuity in every child's learning and development. The after-school club staff have started to share information about children's next steps in learning with other settings attended by younger children. However, information gathered from these settings is inconsistent and the sharing of information is variable.

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

Unique reference number	EY476711
Local authority	Wiltshire
Inspection number	984799
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	60
Name of provider	Wylfe Coyotes Afterschool Club C.I.C
Date of previous inspection	not applicable
Telephone number	01985851713

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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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