

WASPS (Waterbeach After School Play Scheme)

The Waterbeach Playhouse, High Street, Waterbeach, Cambridge, Cambridgeshire, CB25 9JU

Inspection date	30/10/2014
Previous inspection date	02/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy attending this friendly club and have good relationships with staff and each other. Consequently, their personal, social and emotional development is supported well.
- Activities are varied and well-planned to meet children's individual needs and interests.
- Staff deployment is good to ensure children are appropriately supported and supervised well during their play.
- Staff's knowledge of safeguarding procedures is good, helping to ensure children's safety and welfare are secured.

It is not yet outstanding because

- Children are not always encouraged to negotiate their own solutions to sharing and turn taking because staff have a tendency to intervene prematurely.
- Children's understanding of the world is not as well supported in the outdoor areas as other aspects of their 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 observed activities indoors and outdoors.
- The inspector had discussions with staff and children about the activities and routines of the day.
- The inspector spoke with a representative of the management committee and the play leader.
- A range of documentation was examined, including suitability checks for staff, training records, some policies and procedures and children's records.

Inspector

Veronica Sharpe

Full report

Information about the setting

WASPS (Waterbeach After School Play Scheme) opened in 1997 and operates from purpose-built premises in the grounds of Waterbeach Community Primary School in Waterbeach, Cambridgeshire. The club is managed as a registered charity by a committee of parents. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club provides out-of-school care mainly for children attending Waterbeach primary school. Children have access to an enclosed outdoor play area. There are currently 103 children on roll; of these nine are in the early years age range. The out of school club is open each weekday from 7.45am to 8.50am and from 3pm to 6pm. The holiday club is open through all half-term holidays and teacher training days, and for periods of the main school holidays. Opening times are 8am to 6pm. The club employs 14 members of staff. Staff working with the early years children hold appropriate childcare or playwork qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their negotiation and problem solving skills independently, for example, by providing timers
- enhance children's understanding of the world by providing further opportunities for them to explore wildlife and growth and change, for example, by participating in digging and growing.

Inspection judgements

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

Children enjoy their time at the club. They benefit from relaxed routines that enable them to spend time with their friends and take part in interesting activities. Children develop the independence skills that support their future learning as they make choices from the varied accessible resources. Staff observe the children as they play and talk to them about their interests. This enables them to plan activities that please the children and support their learning needs. Staff join in the children's activities to enhance their enjoyment, for example, they play air hockey together.

A well-balanced range of activities is planned each day to stimulate children's imagination and design skills. Some children enjoy manipulating modelling clay into interesting shapes and discuss that some look like ammonites, comparing their sizes and colours. Other children delight in making intricate designs with popular colourful bands and show pride in their achievements. Paint, collage materials and glue are always available, so children can

be spontaneously creative. Staff provide a good range of books to promote children's interest in literacy. Pens, pencils and markers are easily available in all areas of the room to encourage children to write and draw.

Staff support children's communication and language well by engaging them in friendly conversations. They encourage children to express their views, and question them about their ideas and activities outside of the club. A recently formed children's council has increased children's voice in the club, giving them greater control over their activities and routines. This help to give them a sense of responsibility that supports their future learning. Children enjoy using technology, such as, electronic games and musical instruments. While children enjoy lots of active physical play in the garden, it is less well used for other aspects of their learning. For example, there are few opportunities for them to explore wildlife, or take part in digging and growing activities. Parents have good information about children's activities and achievements through regular notices, displays and an online news blog.

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

Children develop strong relationships with staff and show they feel safe and secure. Many children attend the pre-school setting prior to attending the club and, therefore, benefit from the familiar environment. For other children, staff encourage them to visit with their parents to meet staff and find out about the activities on offer. As a result, they are well-prepared for their move into the club. Parents are encouraged to contribute information about their children's interests at home, which helps to ensure activities effectively meet their individual needs from the outset. Staff are friendly with the children; they put them at ease and engage them in warm conversations. They encourage children to play together and have good strategies for managing their behaviour. However, in a few instances, staff provide children with solutions to sharing, rather than enabling them to negotiate their own creative solutions, such as, using timers, or making lists of whose turn it is next.

Staff talk to the children about their school day and how they deal with situations that arise, such as changing year groups. This helps to reassure children so they can look forward to the next stage of their learning with confidence. Children spend most of their time in self-initiated play and freely access a well-organised range of resources. They confidently ask staff for additional toys and equipment to extend their activities and promote their good learning. The outdoor area is available throughout the session and many children spend a good deal of time in active, energetic play. They use the new challenging climbing equipment and play ball games with staff and each other. This promotes their good health and physical development well. Children show a well-developed sense of their own safety. They help to assess the risks in their environment and take part in regular fire drills. Snacks are suitably healthy and varied to support children's understanding of which foods are good for them. Staff enhance their understanding of healthy eating through conversation and food related activities, such as, cooking.

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

The staff and the management committee work well together to provide children with a safe environment that effectively supports their welfare and learning. Staff have a good understanding of safeguarding and regularly attend child protection training to maintain their ability to keep children safe. Written safeguarding procedures provide staff and committee with clear guidance the event of child protection concerns. Adult-to-child ratios are well maintained so children are supervised effectively and safely. Skilful staff deploy themselves well so children are ably supported in their learning.

The management committee have good systems to ensure any new committee members know how the club's procedures work. For example, there is clear guidance on recruitment of new staff. This helps to ensure all staff have appropriate checks taken up and have the necessary skills to work with the children. The senior staff team has a thorough induction process so that staff know about their roles and responsibilities. They offer staff regular appraisals and supervision meetings so they feel supported. Professional development of staff is given a high priority, and they are encouraged to training to improve their knowledge of play work practice. Most staff hold current first-aid qualifications. As a result, they confidently provide children with a safe and stimulating learning environment.

Staff know the children well and this enables them to provide activities and routines that meet their individual learning needs. All essential documentation about the children is well organised and easily accessible. The club has an established relationship with the school to share information, which helps to achieve continuity of care and learning. Parents are regularly asked for their views on the club and have daily verbal feedback from staff. They indicate they are pleased with the club and that their children enjoy attending. Families new to the club receive relevant starter information and they are directed to policies and procedures on the club's website. The management team and staff regularly evaluate the service they provide and the quality of the activities. They meet together frequently to discuss changes and improvements that have a positive impact on children's experiences. For example, recent collaboration with the pre-school, which shares the premises, has resulted in exciting new play equipment that enhances children's outdoor learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	221946
Local authority	Cambridgeshire
Inspection number	866002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	103
Name of provider	Waterbeach After School Play Scheme Committee
Date of previous inspection	02/12/2011
Telephone number	01223861140

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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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