

Woodley After School Provision (WASP)

Woodley Primary School, Sherwood Road, Woodley Stockport, Cheshire, SK6 1LH

Inspection date	21/11/2014
Previous inspection date	09/03/2009

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

- Staff have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities, which match the interests and needs of the children and support the learning taking place in school and at home.
- Children are happy and confident in the club. They are well behaved and have formed strong bonds with staff and positive relationships with their peers. As a result, their emotional well-being is promoted well by caring staff, who respond well to their needs.
- Management is successful in leading the team. Staff benefit from regular supervision and support, in order to build on their skills and promote consistently good outcomes for children.
- Children are kept safe in the club due to effective risk assessment processes and safeguarding procedures.

It is not yet outstanding because

- Opportunities for younger children to develop their independence to the utmost are not fully implemented, such as 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 and the manager observed activities in the main room and the outdoor area.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector spoke to staff, children and parents.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at policies, procedures, risk assessments and checked staff had appropriate suitability checks undertaken.

Inspector

Layla Clarke

Full report

Information about the setting

Woodley After School Provision (WASP) was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides before and after school care. There are currently 162 children on roll. Of these, 16 are in the early years age range. The club is open from 6.55am to 8.55am in the morning and from 3pm to 6pm in the afternoon during term time and for full days in the school holidays from 8am to 6pm. During term time, the service is provided for children, who attend Woodley Primary School only; children from other schools may attend during holidays. The club is based in Woodley Primary School and provides care in the hall, surrounding corridors, a quiet room near the main hall and the food technology room. There is also access to the school's playgrounds and field. The group has 13 members of staff. Of whom, one member of staff holds Qualified Teacher Status, two members of staff hold an appropriate qualification at level 5, six members of staff hold an appropriate qualification at level 3 and four members of staff hold an appropriate qualification at level 2.

What the setting needs to do to improve further

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

- develop further opportunities for younger children to increase their independence and to take a more active role during snack time, such as pouring their own drinks and being involved in the preparation of and serving their own food at mealtimes.

Inspection judgements

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

The rooms in the club are well organised and have designated areas for continuous provision. Children access resources independently and can make choices about what they want to play with. Staff know children extremely well and consequently, plan a range of activities that they will enjoy and capture their interests. Children are motivated and enthusiastic learners, who are supported by the skilled staff, who understand how they learn. Consequently, staff support children well to build on the learning that is taking place in the school. For example, children practise their singing in preparation for the school nativity play. Staff take account of the planning used in the school and plan complementary activities. Furthermore, staff speak to teachers and support children's next steps in learning by planning an activity to support them to write their names. The key-person system is effective. The key person records observations as a means of assessing children's interests and capabilities and uses these to enhance the environment with a range of meaningful and challenging activities. Children are able to contribute to the planning of activities as their views are sought regularly. For example, children's views are gained by a variety of methods, including questionnaires. Children give feedback on how much they enjoyed a particular activity and suggest ways in which activities can be

improved. As a result, children's interests are recognised and their needs are well met.

Staff deployment is good. Therefore, children are supported and supervised effectively in the different areas of the club. Children are confident communicators as staff actively encourage conversation and overall communication and language skills are supported well. Staff provide children with a range of activities, opportunities and experiences. For example, a group of children use coloured beads and a variety of construction toys to make their own creations. Other children play games, read books and use glue and sequins to make pictures. As a result, children are developing a wide range of skills, which helps them to become eager and competent learners, who are ready for the next stages in learning. Children have regular access to outdoors where they are acquiring physical skills and developing an awareness of the world around them. For example, children explain that it is raining and cold outside, therefore, they only want to go outdoors for a short time. Consequently, children are able to make decisions for themselves and personal preferences are taken into account.

Children's needs are well met as staff have developed effective partnerships with parents. Parents speak extremely highly about the staff and the club. For example, parents comment that the range of activities provided ensure that children are excited to attend after a busy day at school. On entry, information is obtained from parents about children's interests, achievements and what they like to do. This information is used to plan for children's future learning and care needs. Therefore, staff are able to provide activities from when children first start, to meet all their needs. Staff discuss with parents at the end of each session, the experiences and activities that children have participated in and enjoyed. This helps parents to guide their children's learning further at home.

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

Children benefit from the welcoming and relaxing environment as staff promote a home-from-home feel within the club. They are happy and demonstrate that they feel safe and secure in the homely environment. For example, children freely explore their surroundings and use resources independently. Staff carry out regular risk assessments to ensure that all areas of the club are suitable for children to play and explore safely. Children develop positive relationships with the staff and each other. For example, children play a variety of games in pairs as others watch and shout praise and encouragement when points are scored. Children, who attend the club, also attend the host school. Therefore, they already have an appropriate knowledge of the club and the environment. Furthermore, staff walk children from their classroom into the club. This helps children to feel emotionally secure and able to move from school into the club easily with support from a familiar person.

Children sit and happily chat with their friends and staff at snack time. Staff provide daily menus as children are encouraged to choose from a variety of hot and cold foods. As a result, children's understanding about healthy food choices is very well supported. However, while older children access snack independently, staff do not always have high expectations for younger children's ability to develop their self-help skills. For example, they do not provide younger children with opportunities to prepare foods and pour their own drinks. As a result, there are missed opportunities to promote these children's

independence further. Staff encourage children to wash their hands before snack, which supports their understanding of good hygiene practices. This helps children to develop their understanding of a healthy lifestyle. Children have access to outside play opportunities in the fresh air. They are gaining an understanding of keeping themselves safe as staff reinforce safe practices to them. For example, children confidently tell visitors, 'we don't sit on the steps to the stage, we sit on a chair.' This demonstrates that children are developing an awareness of managing risk for themselves.

Children behave extremely well as staff effectively role model positive behaviours. Staff use effective strategies, such as golden rules, to promote good behaviour and 'Wanda the wasp', a teddy that children take home, is used to further reward their achievements. This further supports partnership working with parents. It is evident that all of the children enjoy playing together under the skilful guidance and cheerful interactions of the caring staff. Children are involved in developing the club's rules and boundaries. These are displayed to inform all children and visitors of the expectations of the club. Staff use praise and encouragement and model the use of good manners. As a result, children are developing their self-confidence as the positive praise, which they receive and the high priority for gaining their views, contributes to their overall self-esteem.

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

Leadership and management of the club are strong. Comprehensive safeguarding policies and procedures are understood and are effectively implemented by the staff. Robust daily safety checks and risk assessments are in place to ensure that the environment, resources and equipment are consistently safe and well maintained. Staff are well deployed, ensuring effective and vigilant supervision of all children throughout the club. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. A robust induction programme is completed by all new starters and staff have regular access to a wealth of training opportunities. Furthermore, staff receive regular support from managers through monitoring, effective supervision and targeted appraisal, which ensures that they consistently deliver good quality standards in care and education. Regular training opportunities are provided, many of which are accessed through the school. This results in a consistent approach being adopted between the club staff and the school. Peer observations are undertaken, which helps staff to share their knowledge, skills and expertise, which ultimately enhances the good quality provision.

The leadership team gives extremely high priority to the delivery of good-quality practice. Clear and defined roles exist, which ensures that each area of the Early Years Foundation Stage requirements are successfully implemented and monitored by skilled leaders. The manager and all members of the committee are highly motivated and are fully aware of the strengths of the club and any areas for improvement. There is a detailed development plan, which all staff, children and parents contribute to. This ensures that the vision for the future is shared and that good quality is sustained.

Children's needs are well met through effective partnerships with parents and the school. Staff routinely liaise with the school about children's learning and development. As a

result, these partnerships are strong and provide an all-round picture of children for staff, so they are able to effectively support them in building on their learning. The commitment of the manager to ensuring that a holistic approach is embedded to support all children's needs is evident. Staff make parents aware of the policies and procedures of the club when children start. They have daily conversations with parents about children's care needs and provide good quality feedback on activities that they enjoy during the session. Parents are involved in discussing children's learning through a wide variety of ways, which include face-to-face discussions, questionnaires and a suggestions box. These strategies encourage parents to be consistently involved in children's learning and development experiences. Parents are extremely complimentary about the club and the service that they provide and comment that the club provides a welcoming environment that is not only a safe and happy place for the children but also a necessary service that 'I don't know what I would do without'.

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	501495
Local authority	Stockport
Inspection number	869136
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	162
Name of provider	Woodley After School Provision (WASP) Committee
Date of previous inspection	09/03/2009
Telephone number	0161 430 6609

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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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