

Beamont Wasps Link Club

Beamont Primary School, O'Leary Street, Orford, Warrington, WA2 7RQ

Inspection date	11/12/2014
Previous inspection date	25/03/2009

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

- Children's ideas are respected and valued as they actively contribute towards the planning of a wide range of activities and play experiences. As a result, this gives them a real sense of ownership and they are confident and independent.
- Partnerships with parents are good. Staff ensure that relationships with children and their families are well-established, ensuring that children's individual needs are well met.
- Staff know individual children well, enabling children to feel secure and form trusting relationships. Children are confident individuals who behave well. As a result, they play harmoniously together, taking turns to share resources.
- Staff have a good understanding of their responsibilities and the procedures for protecting children as a result of keeping child protection training updated and undertaking good risk assessments.

It is not yet outstanding because

- Children sometimes miss opportunities to make choices for themselves. For example, younger children are not always given maximum opportunity to choose independently whether to play indoors or outdoors.
- Staff do not always use daily routines, such as snack time, to help children to develop their independence.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and the registered provider.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

Beamont Wasps Link Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained school dining hall within the grounds of Beamont County Primary School, Orford, Warrington. The club serves children from the primary school and schools in the local area. It is managed by a private provider. There is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications. The club opens Monday to Friday from 7.30am to 8.50am and 3pm to 6pm term time only. Children attend for a variety of sessions. Currently there are seven children on roll within the early years age group.

What the setting needs to do to improve further

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

- build on the already stimulating environment to allow children to have more opportunities to make independent choices about where they would like to play so that they have even greater choice of activities
- provide further opportunities for children to develop independence and manage age-appropriate tasks, for example, by encouraging them to be involved in the clearing away of snacks.

Inspection judgements

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

Staff welcome children warmly during collection time from the school. There is a lovely atmosphere in the club. Children are very happy and animated as they play with their friends. The quality of teaching is good because staff have a good knowledge and understanding of how to support young children's learning. Staff fully understand that children may want some time to relax after a busy day at school and take this into account when planning sessions. This means that children choose how and when they engage with the broad range of activities on offer, increasing their motivation and readiness to learn. In addition to planned activities, staff consult with the children weekly to find out the type of activities they would like participate in. This helps children to feel their contributions are valued and fosters a strong sense of ownership amongst them. Staff use this information to inform planning based around children's interests and needs. Children also initiate their own activities. For instance, staff give children comfortable spaces and plenty of time to play uninterrupted, which enables them to direct their own learning. As a result, children are active learners and are able to work well independently and in small groups.

During the children's time in the club, support for communication and language skills and personal, emotional and social skill are effectively promoted. For example, children are encouraged to participate in a 'Show and tell' activity. Children confidently talk about their school day and any news that they would like to share. As a result, children readily acquire the skills, attitudes and dispositions they need for continued learning as they gain confidence and independence. Staff ask children appropriately challenging questions during their play. For example, staff support the children to solve a jigsaw puzzle and talk to them about how the different types of pieces fit together and guide them effectively to follow the picture when completing the puzzle. This encourages children to think and solve problems during activities. Staff further support children's learning well by talking to them as they become involved in activities where appropriate. For example, staff carefully instruct and demonstrate how to draw a butterfly allowing the children to model and repeat the actions. Consequently, children smile with delight when succeeded. Staff teach the children the importance of sharing and taking turns. For example, children take turns being a helper at snack time as they support the younger children when choosing foods. Children help themselves to art and craft materials to effectively promote their writing skills. For example, they enjoy designing posters that are displayed in the environment. Children take on the responsibility for writing out the snack of the day and are encouraged to write their comments about what they like in the club. This provides the children with a real sense of ownership in the club as well as further promoting their creative and writing skills. The club has printed words and numbers displayed on storage containers and on the walls. Furthermore, children have access to a wide range of books and they enjoy sharing stories with staff or their friends. Consequently, children are developing adequate literacy skills.

Staff are consistent in ensuring that they keep parents well informed about activities planned for the children, by displaying this information on the parents' notice board. Staff greet and welcome the parents into the club and share information about their child's achievements at the end of each session. This means that children are being well supported in their learning and make the best possible progress in the next stage in their development.

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

The club has a cheerful and relaxed atmosphere. Children are confident, happy and settled in the secure environment. They show they feel safe as they relate well to the staff team because they chat happily to them about their day and home life. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. The club has a key-person system in place to ensure the youngest children's well-being is suitably managed and consistent links are built with parents and school. This means children settle quickly, ensuring continuity between the club and their home environment. Effective working relationships with the host school and other schools that the club serves ensure smooth transitions as children continue their education. Staff are very good role models and speak respectfully to children and model how to use good manners. Staff offer support and guidance during the children's play, occasionally offering sensitive reminders about sharing and taking turns. Children are polite and respectful towards each other, playing with and alongside their peers. This

positive approach teaches children what is expected of them as they grow up and, subsequently, children are very well behaved.

Healthy lifestyles are promoted, as staff encourage children to manage their own personal needs. For example, they follow good hygiene routines as they wash their own hands before eating their snack. Menus are varied and dietary requirements are well catered for. Children are very well nourished because they are provided with a good variety of nutritious snacks. Snack time is a social occasion where children of all age groups sit together to eat. Staff use this opportunity to encourage conversation and communication skills. However, opportunities for children to develop independence further during the snack time routine are missed because children are not encouraged to clear away their plates when they have finished their snack. Having said that, children's independence is actively encouraged throughout the club. For example, children can freely access resources from cupboards and units in the hall which are appropriate to the child's height and stage of development. Children have opportunity to develop their physical skills because they have regular access to the outdoors. However, on occasions, children's learning and self choice is not fully maximised because they are not able to choose whether they want to play indoors or outdoors and this can limit their choices.

Staff are deployed effectively in the environment to ensure that children are safe and secure. Daily risk assessments are completed to ensure that hazards are kept to a minimum. Staff provide clear advice and instructions on how to use equipment and resources, so that children are able to manage their own safety and take appropriate risks. This also means that they are on hand to offer support to children when required. The environment is clean, well-resourced and equipped to meet the needs of all children. Displays show children's work and children have taken ownership in the club by making their own signs and posters in the club. This helps ensure that children's emotional well-being is met.

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

The manager fully understands her responsibilities of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's welfare is promoted effectively within the club. Robust safer recruitment and induction procedures are in place, which help to keep the children safe. All staff are subject to Disclosure and Barring Service checks prior to employment and attend safeguarding training to further their knowledge. Subsequently, they have a good understanding of how to keep children safe from harm. Likewise, staff are clear on child protection procedures and to whom to report any concerns. Therefore, children are safe and protected while attending the club. Comprehensive policies and procedures are in place, which the staff fully understand and promote through good working practices. There is always at least one member of staff present with paediatric first-aid training. Consequently, children's well-being and physical safety is effectively promoted. The manager has a good knowledge of the Early Years Foundation Stage and is responsible for monitoring the quality of practice. Staff use their good knowledge and understanding of the Early Years Foundation Stage, to provide children with a range of challenging and stimulating activities. As a result, the quality of

teaching is good and supports children in their learning and development. The manager encourages staff to undertake training to develop their skills and knowledge, for example, regarding safeguarding and food safety. The staff team is very enthusiastic and committed to providing high quality childcare and education for all children attending the club. This is evident in the regular staff supervisions where staff have the opportunity to discuss how well the provision is meeting the children's needs.

The manager works in close partnership with the owner of the club and reflects critically on the provision. Ongoing reviews of practice mean that the club is continually developing and effectively ensures that any emerging needs of the children are efficiently met. This shows that they are committed to enhancing the quality of activities and experiences on offer for children. Staff talk to children about what they would like to be introduced into the club and seek the views of parents through verbal discussions and written feedback. Since the last inspection, the management team has ensured that the recommendations set have been fully met, and consequently, there is capacity to improve this already good provision.

Partnerships with parents are good and there is sound evidence of their contributions, which staff collect to provide continuity with regards to children's progress. Parents are very happy with the club and comment positively about the club. For example, they comment how supported they are in managing children needs and how well their children enjoy attending. Consequently, partnership with parents is strong, and ensures that children receive the support that they need. Partnerships with the host school are very good. Staff liaise with teachers and parents, so that information is continually shared about children and used to promote their learning and development. This also ensures that intervention is sought at the earliest opportunity. Furthermore, staff know how to access support from other agencies to ensure children's individual needs are met by receiving appropriate intervention and support.

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
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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	315285
Local authority	Warrington
Inspection number	868295
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	50
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	25/03/2009
Telephone number	01925 415 171

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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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