

# Woodgate Wasps

Lutley Grove, Bartley Green, Birmingham, West Midlands, B32 3PN



## Inspection date

5 February 2015

Previous inspection date

27 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not record sufficient information about the vetting process for staff. This is with particular regard to the date the Disclosure and Barring Service check was obtained and details of who obtained it.
- Effective arrangements for staff supervision are not fully in place to ensure staff are offered opportunities for further development and training.
- Children's developing independence skills are not always fully supported at snack times.

### It has the following strengths

- Staff encourage children to take part in a range of organised activities that develop their critical thinking. Children find their own way of doing things and work out their own solutions to problems. This supports children to develop a positive attitude to school and future learning.
- All staff members are good role models and use consistent and clear boundaries. This means all children understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.
- Children are well protected by robust risk assessments and sensible procedures. They are always well supervised and cared for. They develop an understanding of how to take measured risks, enabling them to understand how to manage their own safety, through regular reminders and clear guidelines from staff.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve recording systems for the vetting process, with particular regard to the date the Disclosure and Barring Service checks are obtained and details of who obtained it.

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

- continue to build on the staff supervision processes to ensure staff are offered opportunities for further development and training
- enhance children's independence skills further, for example, by giving them opportunities to be involved in setting the table for snacks and helping to prepare food.

### Inspection activities

- The inspector observed activities in the two main areas and children having their tea-time snack.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at the evidence of the suitability of staff working in the setting and a range of other documentation.
- The inspector held a meeting with the owner and other key staff during the inspection.
- The inspector took into account the views of parents and other professional views from documentation available and also from children spoken to on the day.

### Inspector

Patricia Dawes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are happy and enjoy coming to the out of school club after a busy school day. Staff create a secure environment, which gives children good opportunities to develop warm relationships with adults and peers. Children join in enthusiastically with staff to plan activities, and staff work well together to accommodate children's preferences. Older children actively support younger children by including them in table top games. For example, children play together on the pool table, wait for their turn and keep score. Younger children spend long periods of time engaging in imaginative play with small world resources, cars and construction blocks. Staff join children in their play and focus on building and complementing what children are learning at home and at school. This effectively supports children's ongoing learning and progress.

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

A well-established key-person system ensures consistent care for children, which helps them to feel happy and secure. The rooms used by the club are welcoming and safe, and children are able to select from a variety of age-appropriate resources. Staff are positive role models and encourage children to share and take turns. They praise children and give them responsibility for small tasks, such as helping to tidy away toys, to boost their confidence and self-esteem. However, there is room to extend children's independence skills even further. For example, by giving them opportunities to help to set the table and prepare food at snack times. Children develop a good awareness of the importance of a healthy lifestyle and safety. Staff provide a range of healthy snacks and talk to children about foods that are good for them. Children practise regular fire evacuation drills and follow practical daily routines with guidance and support from staff. Children have access to the host school's outdoor area and equipment, and also take part in indoor physical play activities when it becomes too dark or unsafe to play outdoors.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Staff have a clear understanding of their role in safeguarding children and are fully aware of their responsibility to report any concerns. However, due to an administrative oversight, insufficient information is recorded from the Disclosure and Barring Service to fully meet the Early Years Foundation Stage legal requirements. This is with particular regard to the date the disclosures were obtained and the details of who obtained it. Recruitment and induction systems are effective and ensure that children are cared for by suitably qualified staff. However, staff supervision sessions do not focus on offering staff opportunities for further development and training, to continually promote professional development. Self-evaluation is used effectively because staff regularly share their good practice and discuss any ideas to improve the children's enjoyment. Parents' questionnaires say that staff are very approachable and friendly and their children love to come to the club. Staff work effectively to support children to make a smooth move between school and the club.

## Setting details

<b>Unique reference number</b>	509370
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	869380
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Ann Brenda Marley
<b>Date of previous inspection</b>	27 May 2010
<b>Telephone number</b>	0121 422 2801

Woodgate Wasps was registered in 2000. It operates from a school site in Bartley Green, Birmingham. The club opens Monday to Friday term-time only. Sessions are from 7.30am to 9am and 3.15pm to 5.30pm. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3.

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