

# Salfords W.A.S.P.S After School Club



Salfords Primary School, Copsleigh Avenue, REDHILL, RH1 5BQ

## Inspection date

23 March 2015

Previous inspection date

12 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children play and relax in the familiar school environment where staff are friendly and welcoming. This effectively promotes children's emotional well-being. They are confident and comfortable in their surroundings, enjoying activities with their friends.
- Staff provide children with a variety of fun and interesting learning experiences. As a result, children make good progress as they are actively engaged and motivated.
- Children are safeguarded well because staff have attended relevant training and fully understand the procedures to follow if they have any concerns.
- Staff use effective strategies to promote positive behaviour and have high expectations of children, which helps children to behave appropriately and fosters their self-esteem.

### It is not yet outstanding because:

- Staff do not maximise their good working partnership with teachers to help to identify specific areas of learning for the children in the early years so they can expand on these during their time at the club.
- Occasionally, staff do more preparation of the activities instead of encouraging children to take initiatives in planning and organising tasks themselves.

## What the setting needs to do to improve further

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

- foster the existing good partnership with the Reception class teachers to enhance any specific areas of children's learning where children may have an interest or need extra support
- encourage children to assist in the planning and organising of some activities to challenge their thinking and working together as a team.

### Inspection activities

- The inspector viewed all areas of the setting accessed by the children.
- The inspector carried out a joint observation with one of the managers.
- The inspector observed play and learning opportunities for the children and spoke to staff members.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and discussed plans for improvement.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Gill Cubitt

## Inspection findings

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

Children enjoy learning about cultures and festivals around the world because staff organise interesting and stimulating activities. For example, children make boomerangs for Australia Day and blossoms for the Chinese New Year. Children make choices, which supports their independence, and they develop their creative skills. Staff take time to prepare activities which children enjoy, although not all activities present challenges. Nevertheless, children built their social, communication and fine physical skills while they coloured and decorated polystyrene eggs and they assembled sticky chocolate and marshmallow cakes for Easter. Staff observe children in the early years and keep photographic evidence of their progress. They use this to show their progress and plan future activities. Children take their work home and share this with their parents.

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

Children are clearly happy and settled at the club. Staff include all children in well-organised activities, and staff praise and display the children's work. This raises children's esteem and makes them proud of the work they do. Children make good friendships as they share craft resources and look at books together, which supports their increasing interest in literacy. Children enjoy special events, such as when the ambulance staff visit. Children learn about safety and how to use a bandage to secure an injury. Staff are rigorous in checking children in as they arrive and they encourage children to take responsibility to self-register for their safety. Children are independent through good access to resources, and children manage their own personal hygiene needs well. Staff support children's good health by providing drinks and healthy light tea-time snacks. Furthermore, children enjoy regular healthy exercise, joining in team activities in the school hall and occasionally in the playground.

### **The effectiveness of the leadership and management of the early years provision is good**

The managers and staff complete risk assessments and daily checks to ensure children have a safe and secure environment. Staff adhere to their comprehensive safeguarding policies and procedures, which successfully protect children's welfare. Self-evaluation and monitoring improvement is effective because both managers work well to include all staff and children in their plans for the future. Managers give staff good support and opportunities to attend courses, which aids staff delivery of the learning outcomes. Staff also take initiative to research activities so they provide children with exciting and unusual projects. This shows the continuous drive to improve and the strength and the motivation of a strong team. The staff have friendly partnerships with parents. They confirm that they are very happy with what their children do and the professionalism of staff. Staff also work well with teachers at the school that the children attend.

## Setting details

<b>Unique reference number</b>	122622
<b>Local authority</b>	Surrey
<b>Inspection number</b>	813642
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	W.A.S.P.S Committee
<b>Date of previous inspection</b>	12 January 2011
<b>Telephone number</b>	01737 762940

Salfords W.A.S.P.S After School Club registered in 2001. It operates from the main school hall at Salfords County Primary School, near Redhill, Surrey. Outdoor play facilities are available through the use of the enclosed school playground. The club serves children attending the school. The after-school club runs from 3.15pm to 5.45pm, Monday to Friday, during term time. The club supports children who speak English as an additional language, and children with special educational needs and/or disabilities. There is a team of four staff who work with the children, all of whom hold relevant early years qualifications.

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