

Howley Grange WASPS

Howley Grange Scout Hut, Bournebrook Crescent, HALESOWEN, West Midlands, B62 0HZ



Inspection date	13 April 2015
Previous inspection date	6 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff develop very strong attachments with children. This helps children to settle well, feel emotionally secure and enjoy their time in the setting.
- Staff are very effective in helping children to develop good social skills. They work through any relationship issues with children and help them to come to a resolution together. Staff buddy younger children with older children, which helps to promote care and consideration for others and helps to foster friendships.
- Staff develop very positive relationships with parents, which promotes a continual two-way flow of information. This helps to promote continuity in children's care and learning and ensures children's needs are identified and met.
- Staff take all necessary steps to keep children safe and secure. High-visibility jackets are worn by younger children on their journey to and from school. This helps staff to monitor and supervise their safety as they walk within the large group of children.
- Staff work effectively as a team to meet children's needs. They continually look for ways to improve children's experiences in the setting.

It is not yet outstanding because:

- Staff do not make the best of their established links with the school that children attend. A continual two-way flow of information is not fully fostered throughout the year. As a result, children's learning at school is not complemented to the fullest extent.
- The arrangements for children to dry their hands do not provide the best protection against the risk of cross-infection.

What the setting needs to do to improve further

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

- complement children's learning at school to the fullest extent by enhancing the two-way flow of information with school teachers
- improve hand-drying facilities, so that the risk of cross-infection is further minimised.

Inspection activities

- The inspector observed activities in the hall and outdoor play area.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at children's records, a record of staff's Disclosure and Barring Service checks and a range of other documentation, including policies and procedures.

Inspector

Christine Armstrong

Inspection findings

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

Children say they enjoy making friends and taking part in all activities at the setting. They take an active part in planning activities, choosing new resources and selecting the resources they play with. As a result, children are motivated to initiate their own play and follow their own interests, which helps them to be independent learners. Children take part in fun and challenging activities, such as sports competitions and musical evenings. This helps them to develop their physical skills and confidence. Children clearly enjoy engaging with staff. They approach staff and engage them in conversations about their school day. Children are eager to show staff what they are learning at school, such as writing and recognising numbers. Staff help children to spell and form their letters correctly and show high levels of interest in what children say and do. This encourages children to continue to practise the skills they are learning at school. However, staff do not always talk to school teachers about children's learning. Therefore, they are not always fully informed about how they can complement and challenge children's learning to the fullest extent.

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

Staff are very welcoming, kind and caring towards children and parents. They work very well with parents to meet children's needs, particularly when children are new to the setting. Staff have high expectations of children's behaviour. They use a number of successful strategies to ensure children stop, listen and follow their directions and instructions. As a result, children know what is expected of them. Children follow good road-safety routines, share resources and wait their turn to talk. Children develop independence as they take responsibility for tasks, such as giving out snacks. They enjoy lots of opportunities to be active outdoors, which helps to promote their good health. Children take part in activities and discussions that help them to develop their understanding of healthy eating. They follow good hygiene routines, such as washing their hands and sitting down for snack when they arrive back from school. However, facilities are not in place, so that children can follow best practice when they dry their hands. Therefore, the risk of cross-infection is not fully minimised.

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

Management has a good understanding of their responsibility in promoting children's safety, well-being and learning. Recruitment and monitoring procedures ensure all adults working in the setting are suitable to work with children. An ongoing training programme is in place and includes first-aid and safeguarding training. As a result, staff have the skills and knowledge they need to promote children's safety and meet their needs. The views of children and parents are sought and acted upon. As a result, children enjoy the time they spend in the setting and parents are very happy with the range of activities and care their children receive.

Setting details

Unique reference number	EY435043
Local authority	Dudley
Inspection number	853593
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	46
Name of provider	Ann Brenda Marley
Date of previous inspection	6 March 2012
Telephone number	0121 422 2801

Howley Grange WASPS out of school club was registered in 2011 and is one of four settings run by the provider. It operates from a large hall and community room within Howley Grange Scout's hut. The club employs four members of staff. All hold appropriate early years qualifications at level 2 or 3. The club is open each week day, from 7.45am until 8.55am and 3.15pm until 5.45pm, term time only, although the club will operate for the occasional day during the school holidays.

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