

Westways After School Club



Westways Primary School, Western Road, SHEFFIELD, S10 1LA

Inspection date

8 July 2015

Previous inspection date

16 July 2009

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

- Children have good opportunities to make their own choices in play. As a result, they approach their play with enthusiasm and they are kept busy and occupied throughout the session.
- Staff's regard to supporting young children's learning is good. They observe children and use the information gained to identify where they need support. They plan a wide range of fun activities to support children's development. For example, staff use singing sessions to build up children's confidence in using their language and communication skills in larger group situations.
- Children have good relationships with others. They behave well and play cooperatively with their friends. Older children provide good support for the younger children through the 'buddy' system. When younger children start at the setting, key persons and older children help them become familiar with the routines. Consequently, children feel safe and they settle quickly.
- Staff implement a wide range of effective policies and procedures, including completing regular risk assessments and safety checks, to ensure children play safely. They have good regard to maintaining high adult-to-child ratios and staff are deployed effectively to ensure they supervise children at all times.

It is not yet outstanding because:

- Staff are not always consistently sharing information with other settings, so that all children receive high-quality support.
- Leaders and managers are not always making the most of monitoring to consistently promote first-rate practice and high levels achievements in all activities.

What the setting needs to do to improve further

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

- share more information with other settings children attend that supports the planning of activities, to build fully on the learning of children who already achieve well
- build on arrangements for monitoring staff's performance and the procedures, to ensure evaluations are sharply focused and consistent in promoting first-rate practice and high standards in all activities.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke to some children and members of staff. She held discussions with a committee representative, early years coordinator and deputy manager during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working in the club, and a range of other documentation, including policies, procedures and self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Helen Blackburn

Inspection findings

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

Key persons working with younger children are well qualified and this means they understand how young children learn. They recognise the importance of continuing to support children's learning once they start school. Children thoroughly enjoy drawing activities and playing number games, which builds on their literacy and mathematical development. Staff effectively use their own observations of children to plan activities to enhance their learning. They share some good information with school and parents, especially if they have concerns about a child's development or behaviour. However, they share less information with other settings about children who are developing well. As a result, support to build on the skills and abilities of these children is not always highly successful and consistent. Children enjoy a variety of art and craft activities, where they confidently express their own ideas and use their imaginations.

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

Key persons use settling-in visits to get to know children. They find out about children's likes and interests so that they can include these in the planning of activities. Staff have good relationships with the local school and they are familiar with their routines. They talk to children about their experiences and what to expect in school. As a result, staff continue to promote children's confidence as they embrace this next phase in their learning. Staff promote children's health effectively. Children adhere to good hygiene routines and they enjoy healthy snacks. Children are active and they enjoy playing outdoors daily, which encourages them to lead a healthy lifestyle. Children have a good awareness of risk, safety and dangers. When children play on computer games, they know that these must be age appropriate and they discuss internet safety. Staff provide a safe and clean learning environment, and through good organisation of resources, children make safe and independent choices in their play.

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

Management make sure recruitment and vetting procedures are robust in checking the suitability of staff so that children are kept safe. All staff understand their role in safeguarding children, such as reporting child protection concerns. Management use children and parent questionnaires, self-evaluation, training and staff supervisions to support the making of improvements. Following the last inspection, staff continue to assess children's progress so that they provide activities to promote their learning. However, evaluations and monitoring of practice and procedures are not yet robust enough to promote first-rate practice and excellence in all activities. Consequently, not all staff interact with children to the highest level and some minor administrative errors occur in record keeping. Parents speak highly of the club. They say children are always happy to attend. Staff work closely with any other agencies involved in a child's care to ensure children with identified needs receive the support they need.

Setting details

Unique reference number	EY386159
Local authority	Sheffield
Inspection number	858967
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	130
Name of provider	Westways After School Club
Date of previous inspection	16 July 2009
Telephone number	01142 683923

Westways After School Club was registered in 2008 and is managed by a committee. The club is situated in the grounds of Westways Primary School in Sheffield. It employs 13 members of childcare staff, four of whom hold appropriate qualifications at level 3. The club opens Monday to Friday during term time only and sessions are from 3.15pm to 6pm.

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