

WASP Boothstown

St Andrews C of E Primary School, Vicars Hall Lane, Worsley, Manchester, M28 1HS



Inspection date 15 September 2015
Previous inspection date 24 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The provider has positively addressed the weaknesses identified at the last inspection. Together, she and the manager have reflected on the provision and made changes. All statutory requirements are now met and they have a clear vision for improving further.
- Children enjoy playing with a wide range of good quality toys and materials. Activities are based on children's interests and support the acquisition of new skills. The way that space is organised supports children's individual play and stages of development well. This contributes to their engagement and to children's learning in nursery and school.
- Relationships are strong. Children form positive relationships with the long-serving staff who know them and their families well. Children settle quickly and build strong friendships as they play games and take turns together. They behave very well, are confident and have fun.
- Good numbers of staff care for the children and support them well. The manager makes good use of staff's individual skills to enhance the care and enjoyable play experiences that children receive.

It is not yet outstanding because:

- Staff do not link with parents and teachers as early as they could, to establish specific detail to help them support children's special educational needs and/or disabilities right from the start.
- The monitoring of staff practice is not always specifically focused on helping them continually improve to an outstanding level.

What the setting needs to do to improve further

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

- enhance transition arrangements to enable staff to obtain and use specific information to plan how best to support children's special educational needs and/or disabilities right at the start
- focus sharply the ways that staff are monitored to identify even more ways they can improve and refine their practice.

Inspection activities

- The inspector checked the premises, observed the interaction between staff and children and considered the impact this had on their learning and welfare both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with both the manager and the provider of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed children's learning through their play and self-evaluation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The leadership team have worked closely with the local authority and swiftly implemented an action plan to address previously identified weaknesses. They have a secure understanding of what is required. The provider has used her qualifications, experience and knowledge of best practice to a good effect in making changes which have had a positive impact on the organisation of the provision. This includes security arrangements within the premises, the organisation of space and activities to better engage children in play, and the management of staff information. Staff development is well supported and training is regularly accessed. Lead staff observe colleagues to check their practice, although, their observations are not always sharply focused to target ways they can further improve. Parents rate the provision highly and can see the recent improvements made. The arrangements for safeguarding are effective. Rigorous collection and registration arrangements are in place.

Quality of teaching, learning and assessment is good

Staff follow children's interests using their observations of what engages children and they listen to their views. They support children to enhance their play as they follow children's lead and then model how to complete activities in even better ways. Staff provide opportunities which challenge children and help them develop new skills. One example of such skills is knitting. They are patient and allow children time to practise, make mistakes and learn from them, in order to improve. Staff use their good knowledge of child development to enhance children's learning through the provision of fun play activities, examples of which include magnetic darts and snooker. These are effectively used by staff to contribute to children's counting and calculating skills in mathematics. Through good ongoing communication with parents and school, staff plan how to meet the particular needs of every child. However, they do not always do this swiftly enough to enable them to understand the very best ways of supporting children with special educational needs and/or disabilities right from the start.

Personal development, behaviour and welfare are good

The key-person system is established and used effectively to make sure the very youngest children in the setting are well supported. Children have developed close relationships and a strong sense of security in the setting. They are friendly and confident communicators. They relate to others with respect and use their manners well. Staff support children's independence in various ways that result in them developing good self-care skills. Children new to the setting, swiftly learn about hanging up their belongings, sharing and taking turns and sitting together for snack. Arrangements for a smooth move between the setting and school are well established.

Setting details

Unique reference number	EY261602
Local authority	Salford
Inspection number	1011371
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	11 - 15
Total number of places	45
Number of children on roll	76
Name of provider	Jane Dalton
Date of previous inspection	24 March 2015
Telephone number	0161 790 2302 or 07776491971

WASP Boothstown was registered in 2003. It provides out-of-school care for children attending the host school. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The setting opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm.

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