

Woodgate Wasps

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



Inspection date

7 June 2016

Previous inspection date

5 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- A wealth of very good quality toys and resources are provided for all ages of children to use. Staff take children's interests into account in the activities they plan, so that all children are engaged and excited by their choices. Staff develop children's language and communication skills well during their play and encourage them to think and solve problems.
- Staff have a secure knowledge and understanding of how children learn through play. They plan a wide range of interesting learning experiences and complement children's learning at school in fun ways. Excellent communication and partnership working with school staff means staff know what all children are learning throughout the year. They work together to extend this learning.
- Parents are very well informed about the club's policies and procedures and about children's activities. Staff ensure that all children settle well and are emotionally secure. Staff set excellent examples for respect and clear boundaries for children's behaviour, which is very good. They ensure that all children feel valued and learn to make independent decisions.
- The provider and the manager check the quality of the provision and staff work as a strong team to maintain the good quality of children's experiences at the club. Staff work closely together to support children's progress and welfare. They share good practice with other early years providers. Staff maintain their professional development and are very well motivated.

It is not yet outstanding because:

- Self-evaluation is not yet sharply focused enough to measure the impact of the improved quality of teaching on children's experiences and the provision as a whole.

What the setting needs to do to improve further

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

- evaluate the quality of teaching and the provision as a whole more closely and increase the potential to achieve the highest standards of practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safeguarding and child protection are given very high priority at the club. Children are supervised vigilantly and the premises are secure. Effective risk assessments are carried out so that the premises and equipment are safe for children to use. Information is shared between the school and the club, and all documentation is meticulously maintained. This means that children's welfare is extremely well protected. Excellent communication between school, parents and the club means that messages are passed on, so that children's well-being is protected as a result. The views of parents and children are actively sought and included in the self-evaluation process. This helps to maintain continuous improvements in the provision and ensure the needs of parents and children are met. There is effective monitoring of staff practice by the manager, the deputy manager and the provider. However, they do not yet evaluate the impact of this and how it improves the provision and children's experiences.

Quality of teaching, learning and assessment is good

Staff guide and support children very effectively in their play. Several rooms are used for a range of activities. Children may choose quiet indoor activities or play outdoors in the school grounds, which offer an extensive range of play and learning opportunities. Staff support younger children particularly well. They extend their learning as they create colourful collages with beads, glitter and sequins. They ask children about the shapes, colours and pictures they make on a large piece of paper. Staff encourage children to think about how they will create their pictures and which materials they will choose. Children enjoy outdoor play each day, and develop their physical skills well through their use of a wide range of wheeled toys and climbing equipment. They are very imaginative in their role play and artwork. Several children build an extension to the playhouse with large bricks, and take on the roles of house owners and builders. They realise they have not left a gap for the door, so they work together to redesign the structure and solve this problem.

Personal development, behaviour and welfare are good

Children and parents are welcomed into the relaxed, friendly atmosphere of the club. Staff are very caring and place the highest priority on children's well-being. They meet children's individual needs extremely well, as they are very experienced. They obtain detailed information from parents about their child's dietary requirements and interests. This is continually updated through daily discussions. Children increase their social skills as they mix with different age groups. Children increase their independence as they set the tables for snack time, and spread their own butter and cheese spread. They demonstrate very good manners as they pass the food to each other around the table. Staff ensure children drink plenty of water in the warm weather and do not stay in the sun too long. Staff support children extremely well in helping them to develop a sense of care and responsibility towards each other. They discuss topics, such as bullying, and make a wall display about how children feel about this. Children are taught to respect each other's beliefs and ideas. Staff encourage them to listen to each other's views and understand that everyone is valued.

Setting details

Unique reference number	509370
Local authority	Birmingham
Inspection number	1041242
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	40
Number of children on roll	43
Name of registered person	Ann Brenda Marley
Registered person unique reference number	RP513132
Date of previous inspection	5 February 2015
Telephone number	0121 422 2801

Woodgate Wasps was registered in 2000. The club employs six members of childcare staff, four of whom hold appropriate early years qualifications at levels 2 or 3. The manager holds qualified teacher status. The club opens from Monday to Friday, during school term time. Sessions are from 7.30am until 9am and 3.15pm until 5.30pm.

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