

# Wedmore After School Club



Wedmore First School, Wedmore, Somerset, BS28 4BS

## Inspection date

14 July 2016

Previous inspection date

15 June 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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

- Children benefit from a good range of activities that supports their interests and develops their confidence.
- Children behave well and develop positive attitudes. For example, older children help the younger ones and children of all ages play well together. They show kindness and respect and have good social skills.
- There are good opportunities for children to develop their physical skills and play outside. They show a good understanding of boundaries. For example, they know to wait for a member of staff to be available before going into the playground.
- There are effective partnerships with the school and parents. This enables staff to get to know the children well, so they can successfully support them to develop skills they need for their future learning.

### It is not yet outstanding because:

- Occasionally, staff do not fully support younger children to manage their self-care skills for themselves.
- There are fewer opportunities for children to access resources to meet their interests in technology.

## What the setting needs to do to improve further

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

- provide more opportunities for children to manage their self-care skills for themselves
- widen the range of technology resources to cater for children's interests of how things work.

### Inspection activities

- The inspector observed activities and the care of the children both inside and outside.
- The inspector sampled a range of documentation, including the club's policies, procedures and self-evaluation.
- The inspector took account of the views of parents.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff are aware of their role and responsibility to keep children safe. Since the last inspection, staff have attended training and improved their safeguarding knowledge, so they are confident on the procedures to follow if they had a concern about a child in their care. There is a robust recruitment and induction process to ensure staff know their responsibilities to minimise risks in the environment and keep children safe. The manager monitors staff performance and interactions with the children effectively. For example, she talks to the staff daily and meets with them throughout the year to support their ongoing professional development and to ensure that they are meeting children's needs. Management and staff use reflection successfully to identify areas for improvement. For example, they made changes to the quiet area, so that younger children now have somewhere to relax, read books or play quietly.

### Quality of teaching, learning and assessment is good

Staff support children well and engage them in discussions and conversations to build on their good communication and language skills. Children enjoy art and craft activities. For example, they draw pictures and make cards. They cut out pieces of felt and skilfully stitch them together to make animals of their choice. Outside, children have good opportunities to develop their physical skills and coordination. For example, they organise games of football and play with bats and balls. Younger children enjoy playing with the sand, water and soil. For example, they make pretend cakes from mud and decorate them with toy tractors. They use their imaginations well, for instance, as they pretend to be a judge in a cake competition to find the best design.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment. Children arrive happily and are enthusiastic to attend. Children use good manners, share resources and take turns well. For example, they pretend to sell cupcakes in the shop, taking it in turns to be the customer and the shop assistant. Children are helpful and show a good sense of responsibility. For example, they work together to tidy up and move boxes as they help staff to pack away the equipment. Staff support children's good health effectively. For example, children enjoy many physical activities, follow thorough hygiene routines and are knowledgeable about healthy eating. Staff work closely with the teaching staff to keep children safe and support their well-being.

## Setting details

<b>Unique reference number</b>	511566
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1054535
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Sharon Crandon
<b>Registered person unique reference number</b>	RP514134
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	07813710544

Wedmore After School Club is based in Wedmore First School in Somerset. The after-school club opens on Monday to Friday from 3.30pm to 6pm. There is also a breakfast club which operates from 8am to 9am, and a holiday play scheme. There are five members of staff, including the owner/manager. The owner/manager and two members of staff member hold relevant early years qualifications at level 3. One member of staff has an early years foundation degree.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

