

# Wing Bats of West Byfleet School



West Byfleet Infant School, Camphill Road, West Byfleet, Surrey, KT14 6EF

<b>Inspection date</b>	18 October 2016
Previous inspection date	16 November 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's emotional needs are particularly well considered and met. For example, there is a well-established and individually tailored settling-in procedure to support young children who start the club and Reception class at the same time.
- The club is well organised and resourced to meet children's individual interests and needs after having spent a full day in school. For example, while some children choose to relax looking at books and comics, others head straight for the construction area, role play or arts and crafts. Children are consistently well engaged.
- Staff support children's good health well. Good use is made of the outdoor play area, for instance, children have great fun learning to play hockey with staff. Children are provided with healthy choices for tea, which is a sociable occasion.
- Partnerships between staff and parents, and staff and children's school teachers, are strong and effective in ensuring children receive consistent support and care.
- Leaders demonstrate strong capacity to sustain ongoing improvement. Their thorough evaluation of the setting, which involves various processes, accurately identifies priorities for improvement that are being actively targeted and monitored.

### It is not yet outstanding because:

- Some priorities for improvement, such as fully embedding the key-person system, various procedures for supporting staff professional development, and for further developing the play opportunities, are in the early stages of being targeted.

## What the setting needs to do to improve further

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

- make continuing and maximum use of self-evaluation to ensure that priorities for improvement are fully targeted, achieved and further developed.

### Inspection activities

- The inspector observed children engaged in activities indoors and outdoors.
- The inspector spoke to children, parents and staff and took account of their views.
- The inspector sampled relevant records and documentation relating to safeguarding, staff qualifications and vetting checks, performance management and self-evaluation processes.
- The inspector carried out joint observations with the manager and registered person.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

The new management team and staff are wholly united in their vision for achieving excellence in all aspects of the provision. Weaknesses raised at the previous inspection are being addressed well. For example, the school toilets are checked and cleaned in time for the club to open. Procedures for monitoring and improving the quality of staff practice are being successfully targeted, explored and developed. For example, the manager has completed leadership training, and staff have started to attend play workshops. A mentoring programme, peer observations and staff appraisals are planned. Staff are beginning to use the ideas and skills they gain from these processes to improve children's experiences. For instance, they are currently collecting 'small part' resources; those that can be moved, combined, redesigned, taken apart and put back together in different ways to encourage children's creativity. Safeguarding is effective. The management team and staff have a clear understanding of their role and responsibility for keeping children safe on the premises, and for acting on concerns about their welfare. There are rigorous and effective procedures in place for recruiting, vetting and inducting suitable staff.

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

Staff know the children well and have a strong understanding of their needs. They support, encourage and extend children's play with developing skill. They recognise when to let children play undisturbed, for instance, when they are contentedly creating elaborate train tracks. Staff are playful in their interactions with the children and successfully encourage them to think and develop their own ideas. For example, staff lay on the ground for children to chalk around them, then joked that the created images looked like ghosts. Children spent long periods debating with each other and staff how to use the unusual materials provided to build a robot. They proudly explained that the attached plug and cable was the robot's charger.

### Personal development, behaviour and welfare are good

In the words of a parent, 'staff provide a loving and secure environment for children to relax with their friends after school.' Children form strong friendships with each other and trusting relationships with staff. They ask for help whenever they need it and immediately tell staff when they do not feel well, knowing they will be very well cared for. Children's behaviour is exemplary. Older children are kind and considerate towards younger ones. Children need no reminders to use the hand wash dispensers before eating and to follow the club's safety rules, such as not going to the toilet before telling a member of staff. Opportunities for children to share their views and be more fully involved in the running of the club are evolving, for instance, a 'children's council' is being set up.

## Setting details

<b>Unique reference number</b>	EY227538
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1057604
<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>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Wing Bats of West Byfleet School Committee
<b>Registered person unique reference number</b>	RP904854
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	01932 343260

Wing Bats after-school club registered in 1995. It operates from a hall in West Byfleet Infant School, Surrey and is run by a voluntary management committee. The club is open Monday to Friday from 3.15pm to 6pm. It operates for 38 weeks of the year during school term time. There are currently 10 members of staff including the manager, one of whom has a foundation degree in early years childcare and education. Four members of staff are trained as teaching assistants and in supporting children who have special educational needs or disability.

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