

# WASPS (Wacky After School Playscheme)

The Annexe, Bartley Green School, Bartley Green, Birmingham, West Midlands, B32 3QJ



## Inspection date

10 November 2016

Previous inspection date

26 April 2016

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

- The experienced and well-established staff team is very keen to provide a high-quality service for children and their families. They have worked hard together to address weaknesses identified at the last inspection. The clear systems of supervision and support help them to reflect on what they do, identify training needs and enhance practice that continues to improve the provision.
- Staff make the most of opportunities to work closely with the schools that children attend. The regular exchange of information helps them to provide activities that complement the learning that takes place in school.
- Staff have a good understanding of what children need after a busy day at school. They provide a wide range of resources and activities that links with children's interests. Children laugh, play and have fun and happily invite staff to join in their games
- Children show they are confident and settled in the club. Staff are good role models and help children to understand the clear and consistent boundaries. Children behave well, have positive attitudes and are caring and considerate of one another.

### It is not yet outstanding because:

- There are not enough opportunities for children to further enhance their play experiences outdoors.
- Staff are yet to establish successful ways to involve parents in the evaluations of the club and contribute to the plans for ongoing improvements.

## What the setting needs to do to improve further

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

- strengthen the experiences offered for children to enhance their play outside
- enhance opportunities for parents to share their ideas and views about the provision and contribute more to the continuous improvements at the club.

### Inspection activities

- The inspector observed the quality of activities and assessed the impact this has on children.
- The inspector held meetings with the provider and manager of the club. She looked at relevant documentation, such as the written policies and procedures, notices for parents and evidence of the suitability of staff working with children.
- The inspector reviewed the club's self-evaluation and discussed the improvements made since the last inspection with the provider and manager.
- The inspector looked at a selection of children's records and spoke to staff and children during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Lucy Showell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a clear knowledge of the possible signs and symptoms of abuse. They understand their individual responsibility to act quickly on any concerns about a child's welfare and protect children from harm. Staff are effectively deployed and are vigilant about the safety and security of the premises and equipment. Recruitment procedures are robust and help to ascertain staff's suitability. Regular staff meetings provide good opportunities for staff to share their views. This enhances their professional development. The provider and manager monitor staff practice and listen to their ideas. Staff feel valued. They make the most of their individual roles and responsibilities that are matched to their skills and interests to enhance the opportunities for children. Parents spoken with during the inspection are very happy with the quality of activities. They speak highly of the staff and are confident that their children enjoy themselves and are well cared for at the club.

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

Staff set up the rooms with a good range of activities. Children have plenty of opportunities to choose what they would like to do. Staff encourage them to follow their own interests and have fun playing with their friends and relaxing after a busy day in school. Children enjoy using resources creatively. They make shapes in the play dough and lay them out on trays, pretending they are making biscuits. Children enthusiastically select various materials to make collage pictures. They are pleased with their achievements and celebrate their successes with adults. Staff interact well with children. They keep score as children play darts and help others to set up a variety of board games. Children play an active role in the planning of activities and are keen to help set up sports and games tournaments. They help devise rules for the games and enjoy taking home the trophy if they win.

### Personal development, behaviour and welfare are good

Children eagerly enter the club and receive a warm welcome from staff and friends who have arrived first from other schools. They are happy, motivated and clearly enjoy their time here. They help themselves to a piece of fruit and drinks are readily available. Later in the session they enjoy a more substantial snack, taking time to make their own wraps with a selection of fillings. Children are increasingly aware of the benefits of healthy eating and follow appropriate hygiene routines. They listen to each other, taking turns in games and sharing the resources they are using. Children enjoy spending time with each other. Staff reinforce expected behaviour. They use positive praise and encouragement so that children know what is expected of them. Children understand the importance of respecting and valuing the views and opinions of others. They helped to devise the club rules and know how these help to keep them safe and secure. They are also very aware of wider safety issues. Children talk with staff and each other referring to the posters and notices that they have made and displayed at club. These include information about e-safety, being aware of strangers and knowing what to do if they are scared or worried about a friend's well-being.

## Setting details

<b>Unique reference number</b>	509330
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1058172
<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 - 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Ann Brenda Marley
<b>Registered person unique reference number</b>	RP513132
<b>Date of previous inspection</b>	26 April 2016
<b>Telephone number</b>	0121 422 2801

WASPS (Wacky After School Playscheme) was registered in 1996. The club opens Monday to Friday, during school term time, from 3.10pm until 5.50pm. The holiday club is available during selected school holidays and opens from 7.45am until 5.30pm. The club employs six members of childcare staff. Of these, three hold relevant qualifications at level 2 or above.

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