

# Whitehawk After school Project (WASP)

City Academy Whitehawk, Whitehawk, Brighton, BN2 5FL



<b>Inspection date</b>	10 October 2017
Previous inspection date	8 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager and staff provide a very inclusive environment for children and families. For example, they offer free sessions for 10 children each day to help offer further support for children who need it.
- Children are very happy at the club. They settle quickly into their play and make easy choices from the wide range of opportunities available. Children enthusiastically talk about their favourite things to do at the club, such as eating the 'yummy food' and playing games with the staff.
- The manager and staff evaluate the effectiveness of the club well and make continual improvements to help them meet the needs of all children. For example, they recently joined a community art project which encouraged children to explore more local areas, such as orchards.
- Staff keep detailed records of children's learning and observe their play regularly. They share thorough information with children's teachers, such as what children are enjoying and learning at school. Staff use this information to help build on the experiences children have and provide consistent care and learning.

### It is not yet outstanding because:

- Staff do not always fully support children's understanding of safety rules and why they are important.
- At times, staff miss opportunities to support children's independence further.

## What the setting needs to do to improve further

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

- give children even more consistent support to help them fully understand the importance of safety rules
- encourage children to do more things for themselves to help develop their independence further.

### Inspection activities

- The inspector visited all areas of the premises used by the club. He observed the quality of children's activities and discussed staff practice with the manager.
- The inspector held discussions about the children's achievements.
- The inspector spoke to parents and children, and took account of their views.
- The inspector spoke with staff about their understanding of safeguarding.
- The inspector sampled documentation, including policies, children's records and staff qualifications.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads by example and works well with his team. He supports them effectively to develop their practice and improve their skills. For example, staff attend training and study towards further relevant qualifications. The manager has recently designated two hours each week for staff to research into new activity ideas, particularly to encourage children's creativity. Children now benefit from a wide range of activities, such as creating models with recycled objects and materials. The manager works well with the attached school to identify children and families that would benefit from further support, such as additional sessions. Safeguarding is effective. The manager and staff are vigilant and have a strong understanding of how to deal with any child protection concerns. They have an up-to-date knowledge of current legislation and implement thorough procedures to help protect children and provide a secure environment.

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

Staff work well with parents. Parents share detailed information about children's interests, abilities and home lives when they start at the club. Staff give parents daily feedback about children's experiences and welfare, and encourage effective communication. Staff use their good knowledge of the children to help provide an engaging and stimulating environment. For example, children enjoy playing pool, dressing up and playing electronic games. Staff follow children's ideas very well and children are keen to include them in their play. For example, children bring books from their classroom and excitedly ask staff to read to them. Staff make stories interactive and encourage children to help them tell the story and think about what might happen next. Staff encourage plenty of conversation with children and show a genuine interest in their lives. Children enthusiastically talk about their families, interests and their day at school.

### Personal development, behaviour and welfare are good

Children develop strong social skills and build trusting friendships. Staff support this very well. For example, when children play alone, they encourage them to join in with others and develop enjoyable group activities. Staff are positive role models for children, who behave well. For example, they listen to each other's ideas as they build complex train tracks together. Children learn about their local community and are considerate and respectful of the needs of others. For instance, the manager recently invited people from a local older people's centre to visit the children and play games with them. Children are very active and have access to enjoyable physical activities. For example, they play group games in the gymnasium, running and jumping between floor mats and catching each other.

## Setting details

<b>Unique reference number</b>	EY270868
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1068671
<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>	36
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Impact Initiatives Whitehawk After School Project (WASP)
<b>Registered person unique reference number</b>	RP521704
<b>Date of previous inspection</b>	8 May 2014
<b>Telephone number</b>	07919442633

Whitehawk After School Project (WASP) registered in 2003. The after-school club is open from 3.15pm to 5.30pm each weekday, during term time only. The holiday club is open during some school holidays from 8.45am to 6pm. The club employs five members of staff, three of whom have relevant playwork qualifications between level 5 and level 3.

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