

# Salfords W.A.S.P.S After School Club



Salfords Primary School, Copsleigh Avenue, Redhill, RH1 5BQ

<b>Inspection date</b>	1 November 2017
Previous inspection date	23 March 2015

<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 management and staff have a good knowledge of children's individual needs and use this information effectively to adapt activities for children with differing abilities.
- The management and staff support children's well-being effectively. For example, children receive meaningful praise to help build on their developing self-esteem.
- Children are aware of their own needs. For instance, they help themselves to water when thirsty and visit the toilet when they need to, as they would in school.
- Staff complement the skills children develop in school well. For example, they praise children as they proudly write their own names on their artwork.
- Children have good relationships with staff. They chat freely and are happy in their play.
- Children are motivated and keen to take part in activities and follow their own interests. They develop good independence skills and confidence.

### It is not yet outstanding because:

- Sometimes, management and staff do not provide the best opportunities to encourage children's awareness and understanding of diversity.
- The management does not consistently seek and use the views of children in the development plans for the club.

## What the setting needs to do to improve further

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

- improve further the range of opportunities that encourages children to reflect on and value diversity
- strengthen the involvement of children in the development of the club.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the managers and staff interacting with children.
- The inspector interviewed the managers.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff know what to do and whom to contact if they have a concern about a child's welfare, and have clear procedures to follow. Partnerships with the school and parents are generally very effective. For example, the staff speak to teachers about any concerns or issues that may have arisen during the day. This helps to ensure there is good communication between the school and the club, and provides children with continuity in their care and development. The management team is supportive. It helps staff improve their practice and keeps them up to date with any changes in requirements. The management provides staff with effective training. For example, after recent safeguarding training staff are better able to identify risk factors that may expose children to extreme ideas and are more aware of sexual exploitation issues. Children are cared for in a secure environment. For example, the door is locked and only people recognised by staff can gain entry.

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

Staff provide a wide range of interesting toys, resources and equipment. Children focus and engage in activities for long periods. Staff work with both older and younger children to encourage them to share ideas. For example, an older child helped explain the rules of a board game to a younger child. Staff support children as they develop confidence and independence. For example, they encourage children to choose their own resources and children vote to decide what resources are used for the session. Children play together well. For example, children worked together to build a construction tower out of magnetic shapes. Children learn about risks and how to manage them. For instance, older children explain to younger children the dangers of not sitting properly on a chair and explain what may happen as a consequence of a fall. Children's physical skills develop well. They make effective use of different equipment and action games, such as hide and seek and chase games, to be physically active.

### Personal development, behaviour and welfare are good

Staff help children learn about their own personal safety well. For example, children know not to run in the hall or tread on mats with toys on them, as they may slip and fall. The staff know the children well and treat them with care and affection. Children are happy and settled. They negotiate the space in the hall well as they confidently explore different resources. Children and staff treat each other with respect. Children behave well and begin to learn how to negotiate and solve disputes themselves. Staff explain to children why their actions may not be appropriate and they act as positive role models. Staff take time to understand each child's likes and dislikes. They work with the children and parents from the beginning, to help each child settle, and plan activities that follow children's interests.

## Setting details

<b>Unique reference number</b>	122622
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1089266
<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 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	W.A.S.P.S Committee
<b>Registered person unique reference number</b>	RP524881
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	07745850028

Salfords W.A.S.P.S After School Club registered in 2001. It operates from the main school hall at Salfords County Primary School, near Redhill, Surrey. The club serves children attending the school. The after-school club runs from 3.10pm to 6pm on Monday to Thursday and from 3.10pm to 5.45pm on Friday, during term time. Five members of staff work with the children, two of whom hold relevant early years qualifications at level 3.

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 2017

