

Wylfe Coyotes Afterschool Club

Greenlight, Cherry Orchard, Warminster, BA12 0PN



Inspection date

5 December 2017

Previous inspection date

15 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- On some occasions, the management team do not use their risk assessment processes to ensure that the arrangements for staff escorting children from school are sufficiently robust to enable them to respond quickly and appropriately to an emergency that requires first-aid treatment.
- Staff do not work consistently in partnership with all of the schools that children attend to fully support continuity in children's experiences.
- The manager does not use self-evaluation well enough to identify all areas for improvement, breaches in requirements and to address weaknesses in the provision.

It has the following strengths

- Children behave well and they work with staff to establish the club rules for all to follow. Staff give gentle reminders when play occasionally becomes too boisterous.
- Staff support children to lead healthy lifestyles. They provide a range of outdoor physical activities and children enjoy being active. For example, they use the zip wire, wheeled vehicles and play ball games.
- Partnerships with parents are strong. Staff keep parents informed about children's achievements and their care. For example, they hold daily discussions and staff share their observations with parents regularly.
- Staff provide a wide range of stimulating resources and activities that supports children's interests and needs well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- improve risk assessment processes to ensure that staff left in sole charge of children are able to respond quickly and appropriately to an emergency that requires first-aid treatment. 16/01/2018

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

- develop further ways to work in partnership with all of the other settings children attend to provide complementary experiences for individual children
- strengthen processes of self-evaluation to identify and address all areas for improvement and breaches in requirements.

Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector observed children playing and taking part in activities and looked at the range of toys, resources and equipment.
- The inspector spoke to parents, staff and children at convenient times throughout the inspection.
- The inspector held a meeting with the management team.
- The inspector sampled documentation, including children's records, policies, procedures, and staff's induction and training records.

Inspector

Sarah Peacock

Inspection findings

Effectiveness of the leadership and management requires improvement

The members of the management team reflect on their provision and identify their strengths. For example, they have used their training to help them to provide cooking activities that support children's physical and creative skills. However, self-evaluation is not effective enough to identify all areas of weakness, including breaches of requirements. Safeguarding is effective. The manager and staff have a clear understanding of their role in protecting children from harm. They know how to identify and report child protection concerns. The manager follows effective procedures to recruit appropriate staff and to ensure that they remain suitable for their roles. Managers provide new staff with an induction and ongoing supervisory sessions and appraisals to support their professional development. For example, they use mentoring, coaching and modelling to help staff to develop their teaching skills. The management team works with other professionals to provide support for children who have special educational needs (SEN) and/or disabilities.

Quality of teaching, learning and assessment is good

The management team provides a wide range of resources and activities for children and arranges the environment well. For example, it provides a room for children to relax and share storybooks with staff. Children have plenty of space to play and they work together, using foam blocks to create obstacle courses to negotiate. Staff spend plenty of time with the children talking about their interests. For example, they talk about their shared love of horses and take the opportunity to teach children how to care for animals. Children enjoy involving staff in their play. For instance, children use the chalkboard to show staff their newly acquired skills. Staff help children to develop high levels of self-esteem. For example, they praise their efforts and ideas. Children concentrate well during planned activities. For instance, they enjoyed making decorations out of dough, persevering when they encountered difficulties.

Personal development, behaviour and welfare require improvement

Children enjoy their time at the club. They cooperate with each other. For instance, they take it in turns to use the zip wire and the marble run. Staff support children to recognise and manage risks in the play environment. For example, they talk to children about how to use a rocking boat safely when the playroom is busy. Staff carry out daily checks to help reduce hazards in the environment. They undertake specialist training to support children's medical needs. However, the manager does not consistently ensure that staff collecting children from school have the relevant training to respond to emergencies quickly should children require first-aid treatment. Children have appropriate opportunities to develop their independence skills. For example, they spread soft cheese on their rice cakes.

Setting details

Unique reference number	EY476711
Local authority	Wiltshire
Inspection number	1071858
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	20
Number of children on roll	9
Name of registered person	Wylfe Coyotes Afterschool Club C.I.C
Registered person unique reference number	RP906927
Date of previous inspection	15 October 2014
Telephone number	01985851713

Wylfe Coyotes Afterschool Club registered in 2014 as ownership changed to a community interest company. It originally opened in 2005. The club opens for breakfast from 8am until 9am and then after school from 3pm until 6pm from Monday to Friday, during school term times. The holiday club operates in the school holidays from 8am to 6pm. The club employs seven staff, three of whom hold appropriate early years qualifications, including the manager.

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.

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