

# Beamont Wasps

Beamont Primary School, O'Leary Street, Orford, Warrington, WA2 7RQ



## Inspection date

23 April 2018

Previous inspection date

7 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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:

- Some records are not stored confidentially and can be accessed by persons who do not have a professional right to see them. This breach of a legal requirement does not have a significant impact on children's welfare.
- Monitoring is not always secure enough to ensure that robust record keeping procedures are implemented consistently and that weaknesses are swiftly identified and addressed.
- Staff do not always make best possible use of their links with children's teachers to plan ways to support their individual learning experiences consistently.
- Training and development opportunities are not broad enough to help staff maintain an up-to-date knowledge of ways to promote consistently strong provision for children.

### It has the following strengths

- The provider has taken sufficient steps to address the specific weaknesses raised at the last inspection. Leaders, including a new manager, are beginning to introduce more robust systems to sustain the improvements made, although these are in their infancy.
- Staff provide children with a good range of interesting activities which broadens their experiences and helps them learn some new skills.
- Relationships are strong. Staff's friendly, caring approach helps children to settle quickly and develops their social confidence.
- Parents comment positively. They say that their children enjoy coming to the club. They value the flexible provision and the good communication with the friendly staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ ensure that when confidential records are not held on site, they are stored securely and are only accessible to persons who have a right or professional need to see them. | 23/05/2018      |

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

- add rigour to the checks and monitoring of the provision to help swiftly identify and address any weaknesses and ensure robust record keeping procedures are consistently implemented
- strengthen the links with children's teachers even further to help plan activities and experiences which support and build on the learning that takes place in school
- enhance the programme for staff training and professional development to help deliver consistent good-quality provision for children.

### Inspection activities

- The inspector observed activities and assessed the impact this has on children's enjoyment and development.
- The inspector and the manager observed a planned activity and evaluated the effectiveness of staff practice and the provision for children.
- The inspector spoke with senior leaders and staff at appropriate times throughout the inspection.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector looked at relevant documentation, including evidence of staff suitability and discussed the provider's action plans and self-evaluation.

### Inspector

Angela Rowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Since the last inspection, the provider has ensured all staff have accessed child protection training and understand local procedures to help protect children from harm. As the designated safeguarding lead, the manager is already booked on further training to extend her knowledge. The provider has adequately risk assessed the arrangements for escorting children to and from school. Basic checks of drivers and vehicles have been carried out. However, monitoring of the provision does not ensure robust records are consistently kept and weaknesses identified. All staff now hold current paediatric first-aid certificates so they can respond quickly in an emergency, whether they are on or off the premises. The provider has taken steps to secure further improvements. She has appointed an experienced manager and is also working with the local adviser to help to audit the provision. However, leaders have not identified that the storage of some confidential records is not secure enough. Staff supervision sessions help leaders identify staff training needs. However, the current programme of training is narrow, which limits opportunities to develop consistently good-quality provision for children.

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

Children of all ages make meaningful choices and are well engaged in activities of their choice. Staff plan and provide activities in response to children's interests and they spontaneously capture relevant opportunities to promote children's development. For example, in response to children noticing differences in their appearance, they positively provide creative activities which help children understand their similarities and uniqueness. Children confidently practise and refine existing skills as they colour and draw at the craft table. Staff demonstrate how to achieve new skills, such as how to hold scissors correctly or draw specific images. They encourage children to write their names on the items they make. Staff shape activities to help children learn. They ask questions, such as, 'How many?' which help children to calculate. Mathematics is further promoted during table games and as children keep score.

### **Personal development, behaviour and welfare require improvement**

Despite occasional weaknesses in record keeping, staff promote children's welfare, generally, well. Staff are beginning to make better use of the key-person system to link with parents and find out relevant information about each child. However, they do not always seek detail from children's teachers to help them promote specific aspects of each child's development as consistently as possible. Staff are beginning to embed more consistent routines and expectations which help all children understand positive ways to behave. For example, children are encouraged to behave responsibly when they self-serve and dry dishes after snack time. Staff suitably promote children's good health. They offer snack provision and provide children with regular opportunities to play outside.

## Setting details

<b>Unique reference number</b>	315285
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1118198
<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>	60
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Woolston Wasps Link Club Limited
<b>Registered person unique reference number</b>	RP903421
<b>Date of previous inspection</b>	7 November 2017
<b>Telephone number</b>	01925 415171

Beamont Wasps registered in 2001. The club serves children from the host primary school and one other school in the local area. It is one of 14 childcare settings managed by a private provider. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The club operates Monday to Friday, term time only. Sessions are from 7.30am to 8.50am and 3pm to 6pm.

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