

<b>Inspection date</b>	30 April 2018
Previous inspection date	26 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 staff warmly greet children, who are happy and confident as they enter the club. Staff listen and show a keen interest in children's experiences inside and outside of the club. This helps staff get to know children very well.
- Staff have a good understanding of out-of-school care. They ensure that children can relax and socialise with their friends. They balance this well with opportunities for children to engage in stimulating activities that support their formal learning.
- Partnerships with parents are positive. Staff actively work with parents to make sure that they can meet the individual needs of all children.
- The manager has a good understanding of her role. Staff use the policies, procedures and risk assessments efficiently to support the health and safety of the children attending. Staff regularly review these policies to ensure their knowledge is up to date.

### It is not yet outstanding because:

- Staff do not organise the large group of children at teatime effectively and some children sit waiting for a long time and become restless.
- Staff do not obtain enough information from the host school so that they can offer a fully consistent approach and complement children's learning as much as possible.

## What the setting needs to do to improve further

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

- make better use of transition times so that children are not left waiting for a long time and become restless
- obtain more information from teachers to enable staff to support children to build further on what they are learning in school.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed all areas used by the children and observed the activities in which they took part.
- The inspector evaluated the range of activities on offer, in discussion with the club's manager.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the club manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the club.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection matters and know how to report concerns about children's welfare. There are good arrangements for recruitment, induction and vetting procedures. These help new staff members to understand the expectations of their role. The manager ensures that her staff are suitably knowledgeable and skilled for their main roles and responsibilities. For instance, all staff hold current certificates in paediatric first aid, food hygiene and child protection. Regular staff meetings also provide a forum for staff to share new ideas and good practice. The team has a good understanding of the club's strengths and areas to improve. For example, the manager has identified how she wants to further improve and formalise the supervision meetings of staff.

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

Staff are welcoming and friendly. They encourage children well, overall, to be independent and take responsibility for their own belongings. For example, when children arrive, they hang up their own coats and bags. Staff show an interest in the children's day, asking about what they have been doing and showing interest in children's answers. For example, two children informed staff how they earned an award at school that day, for good handwriting. This helps build children's confidence to share their views and opinions. Staff encourage children to join in arts and crafts activities. For example, they use a range of tools to create their individual buckets for their display. Staff help children to practise their writing skills as they encourage children to write their names.

### Personal development, behaviour and welfare are good

Staff effectively promote children's well-being. Settling-in procedures help children to feel relaxed and content from the start. Staff initiate conversations with the children as they sit next to them while they play. They listen to children with interest and good questioning encourages them to talk about their hobbies and interests at home. Staff encourage children's physical skills well. For example, children play with a range of equipment, catch and throw balls and play with hoops. Children look forward to spending time with friends of different ages and trying out new activities as they relax after school. For example, staff set up a good range of areas where children can stretch out with activities of their choice, curl up with a good book or take a few minutes out to watch part of a favourite film. Children have time and opportunity to relax and regroup before taking on new challenges, conversations and chosen activities. Staff implement successful strategies to manage children's behaviour. Children are polite and well mannered.

## Setting details

<b>Unique reference number</b>	EY360400
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1093149
<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>	42
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	The Old Station Nursery Limited
<b>Registered person unique reference number</b>	RP520274
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01491 612527

Watlington After School Club (WASPS) registered in 2007. The club operates in Watlington, Oxfordshire. The club is open on weekdays during school term times. A breakfast club is available from 7.30am until 9am. The after-school club is available from 3pm until 6pm. The club employs seven staff, four of whom hold relevant qualifications at level 3.

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