

Westlea After School, Breakfast & Holiday Club



Westlea Cp School, Langstone Way, SWINDON SN5 7BT

| | |
|--------------------------|------------------|
| Inspection date | 19 February 2019 |
| Previous inspection date | 7 April 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 is a provision that requires improvement

- The management team has not ensured that staff are updated on changes to safeguarding legislation and some of the wider harm that children could be exposed to. Managers and staff are unsure of what to do in these circumstances to help protect children from harm.
- All the required documentation is not easily accessible and available for inspection. This means that in some sessions the manager cannot provide proof that any of the staff present have current paediatric first-aid training.
- The management does not have an effective system in place to evaluate practice, identify staff training needs and help drive continual improvements.
- Staff do not plan outdoor play as well as indoor play, especially for the younger children, who are often reluctant to play outside. This does not maximise their overall enjoyment, health and well-being.

It has the following strengths

- Children enjoy their time at this friendly club. They choose from a good variety of activities inside that interest and engage them well.
- Staff interact well with children. They encourage them to practise skills such as writing or measuring as they play, which supports their learning at school.
- Staff are friendly and welcoming towards the children. They reassure less-confident children, give them time to settle in and support them in finding friends to play with.

What the setting needs to do to improve further

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

| | Due date |
|---|------------|
| ensure that all staff have an up-to-date knowledge of the wider aspects of safeguarding children, including the 'Prevent' duty and female genital mutilation, to help protect children. Update the safeguarding policy to reflect these aspects | 19/03/2019 |
| ensure that the required documentation is readily accessible and available for inspection, including evidence of staff qualifications. | 19/03/2019 |

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

- develop effective systems to evaluate the quality of practice and support staff's professional development, in order to benefit the children
- provide a wide variety of stimulating activities outside to interest and engage all children and maximise their well-being, including the younger ones.

Inspection activities

- The inspector observed staff interacting with children during a holiday club session and spoke with them at appropriate times.
- The inspector held discussions with the manager and deputy manager. These included the arrangements for safeguarding children, recruitment and supervision of staff, self-evaluation and support for children's play and well-being.
- The inspector sampled documentation, including evidence of staff suitability and qualifications, children's records and policies and procedures.
- The inspector spoke with the children and took account of their views. She took account of parents' views from their written comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and staff have a secure knowledge overall of how to recognise, record and report concerns they may have for a child's welfare. However, they are less alert to wider safeguarding issues that may place children at risk and their knowledge of possible signs and symptoms is weak. This means they may not always protect children from harm. The manager works closely with school staff and other agencies to support children and families facing challenges. Safeguarding is effective. Staff from the club make sure that important information is exchanged between school staff and parents. Staff take account of children's views, for example in what they would like to eat or play with. They have addressed previous recommendations, for example by making resources more accessible to children. However, the management team and staff do not identify all areas for improvement, such as developing staff knowledge and skills and reviewing outdoor play.

Quality of teaching, learning and assessment is good

Staff provide a variety of activities that children enjoy, including active games and quiet spaces indoors. Staff encourage children to choose what to play with and where. They help to support children's learning at school, for example by finding quiet spaces for children who want to do their homework. Children enjoy the staff's playful approach. For example, children make number cards so they can score the staff's puppet show. They have time to rest as they snuggle up to staff to listen to a story. Staff encourage children to think what the story is about and to predict what might happen next. This helps children gain confidence to speak in a small group. Staff encourage children to make choices and express their views. For example, children vote on which film to watch after lunch. Staff make sure that everyone is heard, including the younger children.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully promoted by the staff, who lack knowledge of some aspects of safeguarding, although this does not have a significant impact. Children help to agree the club rules and they make decisions, such as what to have for tea. Staff role model good behaviour, such as using small-world figures to demonstrate rude behaviour. Children are kind to each other and they show concern when someone is hurt. Older children invite younger and less able children to join their game, which makes them feel welcome and part of the group. Children generally behave well. Children learn to be independent and to do things for themselves. For example, they fetch and put on high-visibility vests to play outside. They understand this is to help staff supervise them and keep them safe. Enjoyable activities help children to value differences. For example, they learn about Chinese New Year celebrations, copy Chinese writing, make lanterns and eat noodles. Staff ensure that everyone is valued and included in activities, including children with special educational needs and/or disabilities.

Setting details

| | |
|--|---|
| Unique reference number | 511584 |
| Local authority | Swindon |
| Inspection number | 10071326 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 - 11 |
| Total number of places | 30 |
| Number of children on roll | 65 |
| Name of registered person | Westlea After School Club Committee |
| Registered person unique reference number | RP529762 |
| Date of previous inspection | 7 April 2015 |
| Telephone number | 0777 3027583 |

Westlea After School, Breakfast & Holiday Club registered in 1992 and is run by a voluntary committee. It operates from a mobile playroom in the grounds of Westlea Primary School. The setting opens from 7.45am until 9am and from 3.20pm until 6pm during term time, and from 7.45am until 6pm in the school holidays. It accepts children from the host school during term time and from any school during the holidays. The committee employs four members of staff to work with the children. The manager and deputy hold relevant qualifications at level 3 and one member of staff holds a relevant qualification at level 5.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

