

WASP Boothstown

St Andrews C of E Primary School, Vicars Hall Lane, Worsley, Manchester
M28 1HS



Inspection date	12 March 2019
Previous inspection date	15 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children have lots of fun at the club. They are enthusiastic and animated as they arrive and talk about their day at school. They explore their play surroundings eagerly, enjoying the good range of activities on offer.
- Staff are skilled at facilitating good play experiences that capture children's interests. They place a high emphasis on promoting children's independence, concentration and self-care skills. Children display good levels of confidence and self-esteem.
- Children behave very well. They develop very positive values and attitudes. They are encouraged to kind, considerate and consistently help each other. Children make lots of choices, solve problems and work well together.
- Staff establish very effective partnerships with parents. This contributes to a very successful understanding of children's individual needs, enabling staff to meet them well. Parents say children are excited to come to the club and speak highly of staff and the activities provided.
- Staff benefit from good opportunities for their professional development, ensuring they have the skills to meet children's needs. The management team frequently gathers the views of parents and children. Their ideas and suggestions are incorporated into the plans for development and improvement at the club.
- Staff sometimes miss opportunities to develop younger children's early writing skills during adult-led activities and everyday routines.
- Younger children do not consistently have a wide range of opportunities to access the outdoor area, or to take part in larger physical activities.

What the setting needs to do to improve further

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

- extend opportunities for younger children to develop their early writing skills
- enhance opportunities for younger children to access the outdoor area and take part in larger physical activities.

Inspection activities

- The inspector spoke with staff, parents and children during the inspection and observed children at play.
- The inspector accompanied staff on the collection of children from school.
- The inspector conducted a joint observation with the club manager.
- The inspector viewed a range of documentation, including policies and procedures, children's records, qualifications, training records and suitability checks. She discussed reflective practice evaluation with the manager.
- The inspector viewed the areas of the premises used by the club.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff recognise the possible signs, symptoms and indicators of abuse and neglect. They understand the referral procedure and know what action to take should they become concerned about a child's welfare. They use risk assessments to minimise hazards and help ensure that children's safety is maintained at all times. Staff are deployed well. They regularly check the environment to ensure that it continues to be safe. For example, staff encourage children to ensure the floor remains clear to avoid trip hazards. Staff give the security of the premises a high priority. Staff complete up-to-date safeguarding and first-aid training to provide appropriate care for children. Managers' robust recruitment and induction procedures ensure that staff working with children are suitable to do so. Staff have regular supervision meetings and appraisals to identify their own strengths and areas for improvement. Staff develop good partnerships with the host school. They share information daily with school staff to enhance consistency in children's care.

Quality of teaching, learning and assessment is good

Staff have high expectations for children and carefully plan a good range of activities. They make meaningful observations, complement learning from school and plan activities based on children's interests. Younger children enjoy craft activities and staff interact well, building on the skills children have already learnt. As children make mosaic pictures, staff use the opportunity to challenge children about their understanding of colours and numbers. Children become completely absorbed in the activity, demonstrating a great sense of pride in their creative work. Children use construction toys and small figures imaginatively to create their own play. They confidently make up their own games and have fun with their friends. Staff frequently encourage children to talk about their day at school and other events in their lives. They encourage children to speak in front of others, helping children to become confident communicators.

Personal development, behaviour and welfare are good

Children are well supported as the key-person system is effective. Children settle well and enjoy their time at the club. Staff are good role models. They develop a homely culture at the club and relationships between all children and staff are happy, relaxed and positive. Children are familiar with the routines of the club and operate with high levels of independence. Staff provide appropriate support, as necessary, while encouraging children to make their own plans and decisions. Staff generally promote children's good health well. They offer healthy meals and snacks and support children well to learn about hygiene. Staff support children well to learn about the differences and similarities of people in their community and the wider world. Children gain an understanding of different cultures and faiths as they talk about and explore different festivals.

Setting details

Unique reference number	EY261602
Local authority	Salford
Inspection number	10065674
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	5 - 11
Total number of places	60
Number of children on roll	69
Name of registered person	Dalton, Jane
Registered person unique reference number	RP906790
Date of previous inspection	15 September 2015
Telephone number	0161 703 8633

WASP Boothstown was registered in 2003. It provides out-of-school care for children attending the host school. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications. The setting opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm.

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