

Woodley After School Provision (WASP)

Woodley Primary School, Sherwood Road, Woodley, Stockport, Cheshire SK6 1LH



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| Inspection date | 20 March 2019 |
| Previous inspection date | 21 November 2014 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Not Applicable | |

Summary of key findings for parents

This provision is outstanding

- The well-qualified and experienced manager, together with excellent support from the highly skilled staff team, has worked extremely hard to improve the quality of the setting since the last inspection. He has addressed the recommendation raised and enhanced many other aspects of practice.
- Staff complete observations of children's play to find out what they know and can do. The information is used highly effectively to accurately assess children's progress and identify any gaps in their learning. In addition, staff share their findings with nursery and Reception-class teachers in school. This shared approach to children's care and learning helps to promote high levels of consistency and continuity for all children. Children with special educational needs and/or disabilities are extremely well supported and make rapid progress in all areas of development.
- The key-person system is exceptionally effective and well established. Children make superb relationships with staff and strong friendships with each other. Staff have a remarkable knowledge of the children in their care and demonstrate a genuine affection for them. They are extremely caring and sensitive, which helps to promote children's emotional security to an optimum level.
- Staff work extremely closely with the host school. Excellent arrangements for sharing information helps children to experience a seamless transition as they transfer from school to the setting. This has an extremely positive impact on the settling-in process.
- Partnerships with parents are highly successful and enable staff to meet children's needs very effectively. The staff team actively listens to children and parents; they value their views and act on what they say. They provide home-school link activities to help parents to support children's learning at home.

What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development to consistently drive and sustain the already outstanding practice and provide high-quality experiences for all children.

Inspection activities

- The inspector observed the quality of staff interactions with children during activities in the indoor and outdoor environment.
- The inspector spoke to staff, the headteacher, Reception-class teacher of the host school and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge and understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. The manager has an excellent working relationship with the Local Safeguarding Children Board and organises regular safeguarding training that is tailor-made for the needs of staff. The manager makes maximum use of the skills, knowledge and expertise of external professionals. For example, he liaises with the school nurse to ensure that staff meet children's individual medical and care needs. The manager has outstanding systems in place to monitor staff practice. He regularly observes their interaction with children when he focuses on skills, such as how effectively they help children to communicate their thoughts and ideas and promote their thinking skills. An extremely well-targeted training programme of continuous professional development helps to consistently improve the quality of staff practice. The manager recognises the importance of this to help to sustain provision of the highest quality. Self-evaluation is exemplary, highly accurate and intently focused on improving the outcomes for children even further. Staff, parents and children are fully involved in this constant reflective practice.

Quality of teaching, learning and assessment is outstanding

The exceptionally committed manager and his well-qualified and dedicated team have created an outstanding provision for children of all ages. Staff complement children's learning at school and extend their social skills, creative thinking and imagination exceptionally well. Children decide to perform songs from their favourite musical. They use graceful arm movements, facial expressions and gestures to enhance their performance. Children are encouraged to make independent choices about what they want to do. For example, they discuss the professions of people who help them, and this prompts them to tell staff that they would like to design their own superheroes. Children think carefully about what the superheroes will be called and the powers that they will have. They work closely together to create 'Bugboy' and explain that, 'He can freeze people and fly'. This encourages children to collaborate to achieve a common goal and helps to enhance their social skills. Staff encourage children to write down the power of the superheroes. They spell out words to help children to extend their literacy development.

Personal development, behaviour and welfare are outstanding

Children benefit from the opportunity to enjoy physical activities and team games. For example, they play the 'What time is it Mr Wolf' game, where they demonstrate superb large-muscle control and coordination and learn how to avoid obstacles. They are aware of their own safety and the safety of others, as they avoid bumping into each other and older children are careful when running near the younger children. Children are provided with a wealth of opportunities to develop excellent self-care skills and learn about the importance of a healthy diet. Children confidently tell their peers, 'If you eat too much sugar your teeth will go black'. Staff are excellent role models and provide clear and consistent boundaries to teach children right from wrong. Children's behaviour is exemplary.

Setting details

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| Unique reference number | 501495 |
| Local authority | Stockport |
| Inspection number | 10069791 |
| 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 | 3 - 11 |
| Total number of places | 62 |
| Number of children on roll | 188 |
| Name of registered person | Woodley After School Provision (WASP) Committee |
| Registered person unique reference number | RP526844 |
| Date of previous inspection | 21 November 2014 |
| Telephone number | 0161 430 6609 |

Woodley After School Provision (WASP) registered 2001. The setting operates from Monday to Friday from 6.55am to 8.55am and from 3pm to 6pm during term time. It opens every weekday from 8am to 6pm in the school holidays, except for bank holidays and two weeks at Christmas. The setting employs 12 members of staff who work directly with the children. Of these, two hold appropriate qualifications at level 6, seven hold qualifications at level 3 and two hold qualifications at level 2.

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