

Inspection of Howley Grange Wasps Too

Howley Grange Primary School, Howley Grange Road, HALESOWEN, West Midlands
B62 0HS

Inspection date:

7 December 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy the time they spend in this well-organised, comfortable and welcoming environment, where they have fun and relax at the end of the school day. They are confident to share their experiences and interact positively with staff and their peers. They chuckle and laugh together as they share funny stories and talk about what they have done at school.

Children excitedly take part in a range of activities. They rush to decorate biscuits with icing and concentrate as they squeeze the icing tubes to make patterns. They recognise shapes and compare them to the shape of the baubles on the Christmas tree. Children use fine motor skills as they carefully and precisely place edible balls and sprinkles onto the icing.

Children's behaviour is very good. They are respectful of others and learn to share and take turns. They know that they are only allowed a set amount of time playing on the games console before they must let another child have a turn. Boisterous behaviour is dealt with calmly. Children learn about British values and are involved in making their own club rules. They are helpful and polite and willingly tidy away at the end of the day.

What does the early years setting do well and what does it need to do better?

- The setting benefits from a supportive and experienced management team. They are very hands on and regularly visit the group to monitor staff practice and children's enjoyment. Staff are well qualified and attend training, as well as carrying out their own research, to ensure that they keep their knowledge and skills up to date.
- The manager and staff are forward thinking. They continually reflect on the organisation of the setting and look for ways to improve. They implement ways to enhance their already good practice, such as providing additional information for parents when children first start and looking at more innovative ways to support children's behaviour. Staff evaluate and adapt activities to ensure children gain the most enjoyment from them, such as adding more scent to the play dough.
- Activities are planned to ensure they meet the interests of the children who attend. Staff are attentive to children's individual needs. For example, if children are tired at the end of the school day they provide them with quiet activities and opportunities to rest and relax. Children's opinions and ideas are respected and valued. Children who do not attend every session are asked for their input into activities they would like to participate in the next time they attend.
- Staff work closely in partnership with the school. They liaise with school staff to

find out what topics children are taking part in and plan activities to complement children's learning.

- Children develop close relationships with staff. They involve them in what they are doing and ask for help if needed. Staff know the children very well. They know which children may need more support and those who are more confident to play on their own and initiate play with others. They provide cuddles when children become tired.
- Children listen to instructions and are familiar with the routines of the club. They know that when they come into club they immediately sit down in readiness for their snack. Children enjoy a variety of healthy snacks. However, staff prepare the food before children arrive. Fruit is already cut and crackers are buttered. This does not help to promote children's independence.
- Staff work closely in partnership with parents. They share information with them about what their child has been doing and work together to promote consistency. Parents comments are extremely positive. They say that children love attending and have a great time. They value the information that they receive and say that children are safe and well cared for.
- The setting is wholly inclusive. Children are respectful and supportive of their peers. They recognise that some children may need additional support and are accepting of their boundaries. Children learn about differences. They make Diwali lamps and talk about light and darkness. Staff encourage children to always try to find something positive about their day.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an exceptionally good knowledge of the signs that may indicate that a child is suffering from abuse or neglect. This includes, preventing children from being drawn into extreme situations or radicalised. They are aware of the procedures to follow if they have a concern or if a child discloses to them that they are being abused. Staff work in partnership with the school to ensure safeguarding information is shared. Staff teach children that they can say no if they are placed into situations that make them feel uncomfortable. Children learn to play safely. Staff remind them not to walk around carrying the cutters from the play dough.

Setting details

Unique reference number	2534837
Local authority	Dudley
Inspection number	10208554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 7
Total number of places	32
Number of children on roll	26
Name of registered person	Marley, Ann Brenda
Registered person unique reference number	RP513132
Telephone number	0121 422 2801
Date of previous inspection	Not applicable

Information about this early years setting

Howley Grange Wasps Too registered in 2019. It operates from Howley Grange Primary School, Halesowen and is one of three settings owned by a private provider. The setting operates Monday to Friday, term time only. Sessions are from 7.30am until 9am and 3.15pm until 5.45pm. The setting employs two members of staff who are both qualified to level 3.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The provider and the inspector completed a tour of the premises and discussed how the setting is organised.
- A meeting was held between the inspector, the provider and the manager.

We carried out this inspection 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.

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