

Inspection of Winterslow Wasps

Winterslow Primary School, Middleton, Winterslow, Salisbury, Wiltshire SP5 1RD

Inspection date:

16 March 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children display a strong sense of belonging and excitement as they arrive at the club at the end of the school day. They enjoy a wide range of activities and are very happy to attend the club. For example, children talk with excitement as they play with magnets. They have great fun as they work together to create complicated structures. Children concentrate well as they fold tissue paper into a concertina stack and pull out the paper delicately to make flowers. They are curious and engaged deeply in their chosen play and activities.

Children form strong friendships and enjoy one another's company. They thrive in the care of professional and dedicated staff, who provide a welcoming, safe and nurturing environment. Children are confident and develop strong bonds with the staff, who know them well. For instance, children eagerly invite staff into their play.

Children are kind and sensitive to each other. Staff have high expectations of children's behaviour. They have meaningful conversations with children, who listen to one another's views and opinions. Children play together cooperatively and show respect towards each other.

During the COVID-19 pandemic, staff have put measures in place, which include parents not entering the setting. Overall, parents comment that they feel the setting communicates with them well and that they appreciate the information they receive.

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

- Staff use the children's ideas and interests to help them plan the activities. For example, children are interested in creating spinners. In response, staff provide construction resources that children can use to explore their ideas. This ensures that children are involved consistently and engaged at the club.
- Staff provide opportunities for children to develop the skills that they are learning at school. Children demonstrate proudly their mathematics knowledge as they discuss the difference between odd and even numbers. They refer to a number line work out if the numbers are odd or even. Children demonstrate very positive attitudes as they play and learn.
- Children are good communicators. They are confident to interact with unfamiliar people. Children are keen to express their views about the club. They talk enthusiastically about their favourite activities and say they like being with their friends.
- Staff play with children in a positive way and help them to develop new skills. They talk to the children as they play. However, at times, some staff do not ask

children questions to describe their ideas and, in turn, develop their thinking skills further.

- Before children start at the club, staff gather a wealth of information from parents and staff at the school about children's individual needs. This helps to support children, so that they feel safe, secure and happy. Staff make good efforts to work with the school. They pass on relevant messages to parents, which means that children get consistency in care.
- Children learn about the importance of leading a healthy lifestyle. They follow good hygiene procedures as they wash their hands before eating. At snack time, children choose from a selection of fruit and pour their own drinks that include milk and water.
- Staff encourage the children to be fit and active. They provide games and activities that they know will appeal to them. Children take part in active exercise at the local recreation grounds and the school's playground. Staff supervise them meticulously and provide appropriate support, when needed.
- Partnerships with parents are good. They comment that 'the staff are kind, caring and excellent role models' and that their children 'are gaining new skills'. Staff share information via an online app and daily discussions at the entrance. However, some parents feel that they need clearer information, to help them understand what their children have done during the sessions.
- The provider, who is also the manager, and her small team work well together. Staff report that they enjoy working at the club and feel appreciated and valued. Together, they demonstrate a shared passion to offer the very best experiences. Staff receive regular supervision and complete mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff have a good understanding of their responsibilities regarding child protection. Staff receive regular, up-to-date safeguarding training, and there are clear and consistent procedures in place, so they know what to do if they have any concerns about children's welfare. Children are supervised vigilantly at all times, as deployment of staff by the manager is well managed. Staff know the necessary steps to take to ensure children's safety, for instance the use of mobile phones, and daily environment checks are undertaken to minimise any potential hazards.

Setting details

Unique reference number	EY313681
Local authority	Wiltshire
Inspection number	10066840
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 at time of inspection	4 to 11
Total number of places	40
Number of children on roll	80
Name of registered person	Winterslow Wasps Limited
Registered person unique reference number	RP908050
Telephone number	07917193871
Date of previous inspection	2 July 2015

Information about this early years setting

Winterslow Wasps registered in 2005. It is privately owned and operates from Winterslow Primary School, in Winterslow, near Salisbury, Wiltshire. The club is open Monday to Friday, from 8am to 8.45am, and Monday to Thursday, from 2.50pm to 5.30pm, term time only. There are eight members of staff who work with the children. Of these, two hold qualified teacher status, three hold a level 3 and one holds a level 2.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector undertook a learning walk with the manager and supervisor. She held regular discussions with the manager and the staff.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed children's interaction with staff and their engagement in a range of play activities.
- Parents provided their views to the inspector about the setting.
- Evidence of staff suitability and the qualifications of staff working with children were checked by the inspector.

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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