

Inspection of Whitehawk After school Project (WASP)

City Academy Whitehawk, Whitehawk, Brighton BN2 5FL

Inspection date: 19 May 2023

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

All children, including those with special educational needs and/or disabilities (SEND), are carefully included in this welcoming club. Children form strong relationships with the caring staff, who take time to get to know them and their family backgrounds. Children's individual and diverse needs are met well. For example, children with SEND are encouraged to use picture cards to make choices from the good range of interesting activities. Visual timetables help them to follow the routines.

When they arrive, children are quickly engaged in play and conversation about their day at school. Staff listen carefully and chat sensitively to children who need extra reassurance or encouragement to join in activities. Children happily choose their own play. They say they really enjoy coming to the club. On the day of the inspection, children particularly enjoyed playing football and taking part in creative activities, such as painting pictures of butterflies. Children can be active or relax after a busy school day. For instance, they sit quietly to read a book, draw or write. They negotiate roles and rules in play outside and enjoy ball games. Children include the attentive staff in their play, taking turns to roll a ball through a tunnel, for instance. They learn good social skills, make friends and have fun.

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

- Staff use a range of strategies to support children to behave appropriately. They consistently step in to avert issues where possible and follow up any unwanted incidents. They talk to children about their behaviour and help them to understand how it impacts on others. Staff encourage children to talk about how they are feeling and learn to deal with their emotions, such as feeling angry, in an appropriate way. Children listen to staff and follow instructions. They learn to play together and to behave well.
- Children are encouraged to share their ideas for new activities or resources. Staff value children's thoughts and help them record these in a 'wish book'. Staff and children discuss why some things, such as having phones in the group or chocolate for tea, are not possible. Some improvements are agreed. For example, dressing-up clothes were added at children's request. This helps children to feel valued and part of the group. It supports their sense of responsibility.
- Staff help children to be independent and healthy. For example, children choose and prepare their own snack. They wash their hands before eating. Staff are fully aware of children's allergies and dietary needs and ensure these are met. They provide a range of healthy food, including fruit and vegetables for snack, and encourage good food choices. Children pour a cup of water when they are

thirsty. They have fresh air and exercise. Children begin to understand how to follow a healthy lifestyle.

- Parents like to have the convenience of a club in the school and feel the children are safe and happy. Parents say their children love attending and that they have gained social skills and confidence as a result. Staff talk to parents each day to give feedback about their child's time in the club. They pass on messages from school to parents. This helps to ensure continuity of care for the children.
- The club is a valued part of the local community and offers funded places to children when needed. The manager and staff have very strong relationships with staff in the host school. This enables them to share key information and to find out about children's progress in school. Staff use this, and information about the child's day, to help them provide appropriate activities in the club.
- The manager and staff work well together and are happy in their work. They show a genuine interest in promoting children's play and supporting well-being. Staff share ideas and plan together in regular team meetings. For example, a daily briefing meeting helps to ensure staff know the children attending and understand their role for that day. The manager plans to review and improve the system for staff supervision meetings to give staff more opportunities to discuss their work and any support they may need.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete safeguarding training. They have a good understanding of what to do if they are concerned about a child's welfare or the behaviour of a colleague. The manager ensures correct procedures are followed, which include support for children and staff. Staff are carefully checked to help ensure they are suitable to work with children. Staff are trained to deal with first aid. The manager monitors accidents and makes changes when needed to help ensure children play safely. The manager and staff ensure children are only collected by those with permission to do so. The premises are secure, clean and well maintained.

Setting details

Unique reference number	EY270868
Local authority	Brighton and Hove
Inspection number	10285533
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	35
Number of children on roll	122
Name of registered person	Impact Initiatives Whitehawk After School Project (WASP)
Registered person unique reference number	RP521704
Telephone number	07919442633
Date of previous inspection	10 October 2017

Information about this early years setting

Whitehawk After school Project (WASP) registered in 2003. The after-school club is open from 3pm to 5.30pm each weekday, during term time only. The club employs seven members of staff, two of whom are qualified to level 3.

Information about this inspection

Inspector

Sue Suleyman

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 manager and has taken that into account in her evaluation of the club.
- The manager discussed with the inspector how the club is organised to meet children's needs.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing at the club.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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