

# Inspection of Woolston Wasps

Woolston Community Primary School, Barnfield Road, Woolston, WARRINGTON  
WA1 4NW

---

Inspection date: 29 June 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**

Children thrive at this safe and welcoming setting. They know the routine well, and they choose activities and concentrate exceptionally well. Children have helped to set up the environment, making displays, labelling resources, and sharing their ideas for activities. Staff are motivated, and their enthusiasm bubbles through as they proudly discuss the children's work. Staff know each child extremely well, and they have high expectations for them. Children have a tremendous time. They are confident as they chatter with each other and with staff during the session. Staff skilfully support meaningful conversations. Children behave extremely well, and they use lovely manners. Older children support their younger peers, joining them at activities. They understand that they are role models, and they demonstrate kind and caring behaviours.

Children have lots of opportunities to be physically active. They play football, use bats and balls, and swing on tree branches. Children know that exercise keeps them healthy. They can explain that their hearts beat faster when they have exercised. Their knowledge of healthy lifestyles is further enhanced with conversations about healthy food at snack time. Children have worked together to create a display board about healthy eating. They are building their knowledge about healthy lifestyles. Hygiene practices are in place and followed well. For example, the children have created posters demonstrating good handwashing techniques. These are displayed, and children refer to them when handwashing. Children are enthusiastic as they talk about the club. They point out their work on the walls with pride, explaining what they made and how they made it. This helps to build their confidence and their sense of belonging at the club.

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

- The club benefits from a well-established and experienced staff team. The club manager and senior management team have established roles, and they support all staff through, for example, staff supervision and appraisals. Staff say they feel supported and listened to. Staff are motivated, which supports them in offering children a high quality of care.
- Staff engage children in activities that help them to consider their own safety. For example, they have made close links with the community police. This has led to the local police visiting the setting to talk about road safety and stranger danger. Children build their knowledge of staying safe. Children also learn about safer use of technology. Older children support their younger peers as they share the information they have learned about safety. Children gain knowledge about staying safe.
- The nurturing staff team spends time talking to parents and getting to know

children as they start at the setting. Staff encourage children to talk about their homes and to discuss the similarities and differences in their families. Children learn what makes them unique, and they develop positive attitudes to others. Children with special educational needs and/or disabilities (SEND) are equally well supported. Staff take time to know and understand children's needs. Parents comment on the inclusive approach and the difference this makes in helping their children to feel settled and happy. Children's individual needs are supported well.

- Staff listen to children and consider their feedback. For example, staff noted that children were bringing their own basketballs to the club. They talked to children about this and have now invested in some basket balls and a hoop. Children feel valued and listened to. They have a sense of belonging and ownership.
- Children are consistently engaged in activities. They make independent choices, voice their opinions and play extremely well together. Staff are superb role models. They communicate well with children, asking thoughtful and meaningful questions, which encourages children to think and take part in discussions. For example, staff and children have an animated conversation about what they would eat on a deserted island. Children use creative thinking and problem-solving skills as they share ideas and challenge each other's thinking.
- Strong partnership working is in place with the on-site school. Working relationships are well embedded, and communication is extremely good. Subjects being studied in school are sometimes continued as projects in the club. For example, children created a display about the environment following work they did at the school. They looked at their carbon footprint and explored ways to recycle. Children are motivated to learn and take responsibility for expanding their knowledge. They are developing their awareness of the world and how to take care of it.
- Parents say that their children have a fabulous time at the club. They say that they are happy and safe. Parents value the kind approach of the dedicated and passionate staff, and they note that their children develop confidence and independence, which prepares them for their transition to school. These partnerships help to promote a consistency of care.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular safeguarding training to keep their knowledge current. They know their role and responsibilities in keeping children safe from harm. For example, they recognise the signs of abuse, and they know what to do should they be concerned about a child's welfare. Senior leaders have a rigorous recruitment and selection process, followed by a clear induction. This helps to ensure that staff are suitable to work with children. The setting is safe and secure. Staff observe the entrance gate at all times, and children cannot leave the site unsupervised. Staff all have current paediatric first-aid certificates and know what to do in the case of an emergency.

## Setting details

<b>Unique reference number</b>	315284
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10276534
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Woolston Wasps Link Club Limited
<b>Registered person unique reference number</b>	RP903421
<b>Telephone number</b>	01925 817296
<b>Date of previous inspection</b>	20 July 2017

## Information about this early years setting

Woolston Wasps registered in 1994. The club is open five days a week, from 7.30am to 9am and from 3pm until 6pm, during term time. The club employs four regular members of staff. Of these, three hold appropriate childcare or play work qualifications at level 3.

## Information about this inspection

### Inspector

Lynn Richards

## 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 viewed the provision and discussed the safety and suitability of the premises.
- Staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Several parents spoke with the inspector during the inspection, and the inspector took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023