

Inspection of Westgate Wonders Breakfast and After School Club

Morecambe and Heysham Westgate Primary School, Langridge Way, Morecambe
LA4 4XF

Inspection date: 10 May 2024

**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

All children eagerly wait in their classrooms to be collected by staff. They walk carefully through school, listening to instructions given by staff, before hanging their coats up. Children demonstrate that they know routines and expectations. Staff offer constant praise and are positive role models. Children's behaviour is very good.

Children access a wide range of resources and activities, both indoors and outdoors. They are warmly welcomed by staff as they enter. This helps children settle quickly and feel at ease. The environment is calm and relaxed. Staff plan many activities designed to support children's social skills and friendships. Children seek out their friends and talk with excitement about the games they are going to play. Children enjoy a wide range of activities which interest them and they show high levels of engagement.

Children have built positive attachments with staff and enjoy inviting them into their play. For example, they ask for help as they balance on an obstacle course, check if the referee was watching during a football match and ask if staff can help them draw using chalks outside. Staff play alongside children and are very aware of their needs. For example, they hand out frozen ice pops to delighted children as they play outside in the warm weather. These interactions help children to build a strong sense of belonging.

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

- The manager plans a wide range of activities for children every week. These activities are based on children's feedback, their natural interests and special days throughout the year. Children lead their own play, choose resources and make their needs known. They are invited to contribute to planning and share their ideas. This helps children to feel valued.
- Staff meet children's individual needs well. Some staff work in the host school as teaching assistants, which means they understand the needs of children throughout the day. Staff plan activities which complement learning in school and support children in their overall development. This means that children get lots of opportunities to repeat activities, in the setting and school, as they learn new skills.
- Children have built positive attachments with staff. They are excited to share their news, such as the arrival of a new baby at home or how their day has been at school. Younger children are very able, and independently take the inspector on a tour of the setting, talking with pride about the different areas they use to play. These opportunities help children to build high levels of self-esteem and

confidence.

- Children enjoy lots of outdoor play and healthy snacks. They know that they must stay hydrated when the weather is warm. They access the school's outdoor area, where they enjoy team games, obstacle courses and practise gymnastics. These activities help children to understand the importance of exercise and leading a healthy lifestyle.
- Partnerships with parents are good. Staff exchange information with parents about children and pass on important messages from school. Parents are very complimentary about the care their children receive. They state that 'staff really care about what the children are doing' and 'My child loves coming here, he never wants to go home.' These partnerships help to provide a consistency of care for children.
- Partnerships with teachers from the school are very good. Many of the staff work in school during the day as teaching assistants. This promotes lots of information to be shared among the adults caring for children. This supports children to be effectively supported throughout the day.
- Leadership and management are highly effective. Staff attend regular training to refresh their skills. The manager regularly observes staff and together they evaluate how activities can be developed further next time they are planned. The manager holds regular supervision meetings with staff and encourages them to share their ideas and work closely as a team. Staff state that they feel supported by leaders and that they 'love working here'. This whole team approach benefits children as it supports all staff to offer the same vision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2652930
Local authority	Lancashire
Inspection number	10335059
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	60
Number of children on roll	130
Name of registered person	Esprit Nursery Ltd
Registered person unique reference number	RP555334
Telephone number	01524832747
Date of previous inspection	Not applicable

Information about this early years setting

Westgate Wonders Breakfast and After School Club registered in 2021. It operates from Morecambe and Heysham Westgate Primary School in Morecambe. The setting employs eight members of childcare staff. Of these four hold qualifications at level 2 and above and four members of staff are unqualified. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm.

Information about this inspection

Inspector

Elisia Lee

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.
- The manager and registered individual joined the inspector on a learning walk and spoke to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked with staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and registered individual about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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