

Inspection of WASP Boothstown

St Andrews C of E Primary School, Vicars Hall Lane, Worsley, Manchester M28 1HS

Inspection date:

16 January 2025

**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 cheerfully greet staff as they are collected from school and arrive excited at this safe, welcoming and organised setting. They demonstrate they are happy and eager. Children know to place their belongings in the designated space and respond wholeheartedly to the rules, routines and boundaries set by the staff. This creates a very smooth running of the setting, where younger children learn from older children's examples and excellent behaviour. A positive and caring aura is created by staff. Children are offered a variety of play experiences or opportunities to rest and relax. Children demonstrate respect for each other and have impeccable manners.

Younger children challenge themselves when completing self-chosen activities. Staff observe and supervise and then swiftly respond, suggesting ideas to empower the children during simple problem-solving activities. They provide running commentary and praise as children remain focused to complete jigsaw puzzles. Children have lots of opportunities to be physically active. They access the school playground to play team games and explore the large trim trail equipment. Staff understand children's desire to release energy after a school day and embrace outdoor play. Younger children happily access the wide variety of activities to unwind after their school day, such as play dough, small-world play and opportunities to develop their imagination.

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

- The premises are safe and secure. Managers strive for maximum safety measures at all times. Senior leaders have worked hard to ensure a robust entering and exit system is in place for children and parents. Staff are strategically placed to ensure children are kept safe and supervised.
- Parent partnerships are strong. They are greeted personally and welcomed in to collect their children, often revelling in the creations their children have made and can take home. Parents comment staff are approachable and flexible. They appreciate the different areas of provision the setting offers to suit each child's preferences.
- This setting has a well established and experienced staff team. Staff say they feel supported and listened to by managers and each other. Staff training and development is of high priority to ensure their knowledge is up to date. Staff are motivated and enthusiastic which, in turn, gives children a high quality of care.
- Staff know children well and carefully consider what the children attending would like to do. Children are asked at the start of the week which activities and experiences they would like out. Visual planning is yet to be fully embedded to allow children to add to their suggestions and allow staff to plan and prepare

further.

- Strong partnerships are in place with the on-site school, where all children attend. Communication is an integral part of the handover process. For example, children's personal care routine messages are passed on to the after-care staff and then passed to parents. Children's individual needs and circumstances are met well.
- Children have a positive relationship with staff. Staff communicate well with children, asking thoughtful and meaningful questions. For example, engaging with children who are soon to welcome a new baby to the family. Staff create excitement and anticipation. They respond well to children's comments and demonstrate they know the children on a personal level.
- Leaders and managers host regular staff meetings with all staff accessing safeguarding training. 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 if they are concerned about a child's welfare. Leaders support staff and their understanding of online safety, which is being enhanced further to ensure all children are kept safe and help parents deepen their understanding.
- Senior leaders have a rigorous recruitment process, followed by a clear induction. This helps to ensure that staff are suitable to work with children. All staff have current paediatric first-aid certificates and know what to do in the case of an emergency. Staff have supervision sessions and are observed by leaders and managers. Personal targets are set to enhance each staff member's professional development.

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	EY261602
Local authority	Salford
Inspection number	10368177
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	3 to 11
Total number of places	65
Number of children on roll	88
Name of registered person	Dalton, Jane
Registered person unique reference number	RP906790
Telephone number	0161 703 8633
Date of previous inspection	12 March 2019

Information about this early years setting

WASP Boothstown registered in 2003 and is located in Worsley, Manchester. It provides out-of-school care for children attending the host school. The setting employs nine members of childcare staff. Of these, six hold appropriate early years qualifications. The setting opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm.

Information about this inspection

Inspector

Susie Mortin

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Staff spoke to the inspector during the inspection.

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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