

WASPS (Waterbeach After School Play Scheme)

Inspection report for early years provision

Unique reference number	221946
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Inspector	Lynn Clements
Setting address	The Waterbeach Playhouse, High Street, Waterbeach, Cambridge, Cambridgeshire, CB25 9JU
Telephone number	01223861140
Email	
Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The WASPS (Waterbeach After School Play Scheme) opened in 1997 and operates from a purpose-built unit in the grounds of Waterbeach Community Primary School in Waterbeach, Cambridgeshire. The club provides before and after school care for children attending local schools. All children share access to a secure, enclosed outdoor play area.

The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the out of school club at any one time. Of these, 40 may be in the early years age group but none may be under four years at any time. Currently 116 children are on roll. The out of school club is open each weekday from 7.45am to 9am and from 3pm until 6pm. There is also a holiday club which runs from 8am until 6pm.

The out of school club employs ten members of staff. Of these, six including the manager hold appropriate early years qualifications; two members of staff are training towards a National Vocational Qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the individual needs of the children in their care. This ensures that all children, including those with additional needs, make good progress overall, given their age, abilities and starting points. Children enjoy learning about the wider world around them in this safe and secure setting. Partnerships with parents, carers and others are good and provide clear continuity of care for the children as they move between different provisions and their homes. Self-evaluation is effective and open communication and discussions with all parties involved in the setting help the management team to respond well to user needs and promote continuous improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further opportunities in the programme for knowledge and understanding of the world, with particular regard to activities which enable children to explore information and communication technology
- develop further observation and assessment systems, for example, by making sure that children's next steps for learning are clearly linked to the learning intentions in the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and know how to make a referral should they have a child protection concern. There are clear and robust procedures in place for the safe employment of staff, in order to protect children from harm. All relevant policies and procedures are in place. These are implemented in practice and shared with parents and carers to promote the smooth running of the setting and provide positive outcomes for the children. Rigorous risk assessments are undertaken of all child-accessible areas and action is taken, where needed, to minimise potential hazards. This helps to make sure that children remain safe and secure when in the setting. Staff have completed pertinent training. In addition to relevant early years and play work training, they have completed paediatric first aid and food hygiene courses, which helps them to provide appropriate care and support to the children.

The deployment of resources is effective and attention to providing child-height storage enables children to make their own decisions and develop their independence. Staff have positive attitudes to diversity and consequently, children from differing cultures and backgrounds play and work in harmony together. Staff have a good awareness of the Special Educational Needs Code of Practice which is implemented as necessary in their provision.

Good liaison with the primary school on site means that the children move smoothly between the settings. Parents report that they are very happy with the service provided by the out of school club and say that they would not hesitate to recommend it to other families. Effective self-evaluation is undertaken by the management committee and staff. Parents, children and others, such as staff at the primary school and local authority development officers, are encouraged to share their experience and ideas to help develop the club. The club strives to remain sustainable and staff have been pro-active in meeting recommendations and actions since the last inspection.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding about how young children learn through play and investigation. They clearly talk through how they observe the children and assess their next steps for learning, based on information about what the children know and can do. However, identified next steps for children's learning are not consistently linked to the Practice Guidance for the Early Years Foundation Stage. This has been identified as an area for further improvement by the manager and the local authority development officer. Staff use effective teaching methods to support the children. They use a range of audio and visual clues and messages, helping the children to respond and take part in activities without fear of failure. Behaviour is good and staff have a sensitive approach to supporting children as they develop their understanding of right and wrong. Plenty of praise and encouragement is used by staff and the children, helping to raise self-esteem and

confidence across the group.

Children are active, inquisitive learners. They move freely, both inside and out, making decisions about their learning and sharing their ideas with each other and members of staff. Children enjoy creating models from bricks and solving problems as they complete jigsaw puzzles, working out which pieces fit together. They are confident communicators, sharing their stories and chatting with each other and adults with ease and confidence. Children enjoy story writing and using their imagination. They use a wide variety of media in creative activities and have fun joining in with role play games, for example, as they become super heroes helping others. However, they have do not have as many opportunities to develop their understanding of information and communication technology.

Children take responsibility for their personal hygiene, washing their hands at relevant times. They have good table manners, demonstrating consideration to others as they pass plates and cups. Children enjoy moving between inside and outdoor areas, learning how to move their bodies safely and in different ways. They use a wide range of tools which help them to develop their coordination and dexterity. Children enjoy a range of healthy options for snacks and supper. They learn about foods which are good for them and those which are not so good. They enjoy trying different foods from around the world and sharing their likes and dislikes. Children take appropriate risks and demonstrate that they clearly know how to keep themselves safe. For example, when making toast, they use plastic tongs to avoid burns. They also know not to push the tongs into the toaster as it is electric and can be dangerous. Children take part in fire evacuation drills and learn how to move safely between the school and their club.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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