

Inspection of WASP Guild Hall

Guild Avenue, Worsley, Manchester, Lancashire M28 3AS

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The children arrive at this welcoming setting with beaming smiles and rushed excitement. They are greeted by loving staff who know the children well. This supports children to build strong relationships, and as a result, new children settle quickly. Staff recognise how children feel and respond with care when a child needs extra reassurance. Children's emotional development is supported well. All children are making good progress because the curriculum is adapted to each child's needs. For example, children are given time and support to develop their skills such as listening and understanding instructions to keep them safe.

Younger children play in the role-play area, making cups of tea, then proudly delivering them to the member of staff. They giggle with excitement when the staff member says thank you and accepts it from them. The older children eagerly play with the coloured stacking squares. They match the right colours to the right cards. Staff use positive and encouraging words when a child gets one wrong. For example, 'Oh that's not quite right, but what about this one?' The child claps happily and states, 'Oh yes, that's blue,' and moves on to the next one.

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

- Leaders and managers have high expectations of the children in their setting. They have designed a curriculum based on individual children's needs. All children, including those with special educational needs and/or disabilities, are supported to reach their next steps. For example, staff support children with developing their small muscles to use scissors independently. Other children are supported and given time to use scissors correctly to cut through different colours of play dough. As a result, children develop their hand-eye coordination and small-muscle skills.
- Supporting children's transition to school is a central focus. For example, uniforms and pictures of schools they will be attending are displayed for children to see, touch and try. They read different books about what school will be like and enjoy visits from their new teachers. As a result, children are confident for the next stage in their learning and development.
- Parent partnership is a strength of this setting. Parents have high regard for leaders, managers and staff. For example, parents describe leaving their children at the nursery as 'like leaving them with family' and 'I know my child is safe here'. Leaders and managers work closely together with parents to ensure effective inductions at the start of their journey and smooth transitions. This supports children to feel safe and cared for in a happy and secure environment.
- Leaders and managers understand the importance of outdoor play. However, the curriculum for outdoor learning is not always planned and implemented effectively. Staff do not always consider how to sequence children's learning

experiences while they are outside. As a result, children do not always develop their imaginative or physical skills.

- Children's attitude to learning is good. They listen well and follow instructions. For example, when the children were asked to line up for outdoor play, they eagerly approached the door ready. When asked 'What do we need to remember?', there was a chorus of 'hold the wall.' This shows they are confident and ready to learn.
- Communication and language are promoted well throughout this setting. For example, during an activity, a child brought a wooden fish into the play. This instigated a conversation on vegetarians and what they do and do not eat. As a result, children's vocabulary is extended and they begin to understand differences between people.
- Leaders and managers put a huge emphasis on staff well-being. For example, this is a long, well-established team that respects and supports each other. Leaders and managers are strong role models who care greatly about their staff. This shows that staff feel secure in their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve the planning and implementation of the curriculum in the outdoor area to enhance children's imaginative play and physical skills.

Setting details

Unique reference number	511463
Local authority	Salford
Inspection number	10399715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	26
Name of registered person	Dalton, Jane
Registered person unique reference number	RP906790
Telephone number	07776491971
Date of previous inspection	12 December 2019

Information about this early years setting

Walkden After School Scheme (WASP) Guild Hall registered in 1995. It is one of three settings operated by the same provider. The pre-school employs eight members of staff, six of whom hold appropriate early years qualifications at level 2 or above. The setting runs a breakfast club each morning from 7.45am until 9am, pre-school sessions from 9.15am until 3pm and an after-school club from 3pm until 6pm. The setting runs all year round, Monday to Friday, operating as a holiday club out of term from 8am until 5.45pm. The setting offers funded early education places for two- and three-year-old children.

Information about this inspection

Inspector
Gill Felton

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed activities both indoors and outdoors to assess the quality of learning and development.
- The inspector and the deputy manager carried out a joint observation of a group activity.
- The manager and deputy manager provided the inspector with a sample of key documentation on request.

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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