

# WASP @ St. Marks

St. Marks C of E Primary School, Aviary Road, Worsley, MANCHESTER, M28 2WF



## Inspection date

13 March 2015

## Previous inspection date

2 December 2008

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Staff regularly observe and assess children's progress, using this information to plan purposeful activities to support next steps in learning. As a result, children make good progress from their starting points.
- Children are confident and sociable, relating well to staff and their peers. They develop their abilities to take turns, share and use good manners in their interactions with others. This is because staff promote their well-being effectively.
- Staff interact effectively with children as they play. They extend and promote children's language and problem solving skills through activities, for example, when making a tractor.
- Staff have a strong understanding of how to protect children and keep them safe. They are fully aware of their roles with regard to reporting any child protection concerns.
- The manager continually strives for improvements. She uses feedback from parents and other professionals well to evaluate practice and plan relevant improvements.

### It is not yet outstanding because:

- Occasionally, some planned activities are not adapted to meet the needs of younger children.
- There is capacity to strengthen partnerships, working with the school the children attend, to share more in-depth information about children's learning and support continuity.

## What the setting needs to do to improve further

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

- support staff to adapt planned activities to meet the needs of younger children
- gather more in-depth information from the school that the children attend to promote continuity of care and complementary learning experiences for individual children.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children's play and staff interactions both indoors and outdoors.
- The inspector undertook a joint observation of a teaching activity with the manager.
- The inspector looked at children's assessments records, planning documentation, evidence of the suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of the parents and children spoken to on the day.

## Inspector

Lynn Byrne

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children benefit from a good quality educational programme that effectively promotes their learning and development in all areas. Initial information is gathered from parents about their children during settling-in sessions. The information supports the children's key person to assess the children's starting points effectively, and helps them to build a relationship with the child. For example, children that speak English as additional language are supported with signs and labels in their home language. Staff work together to plan a wide range of stimulating, challenging activities that are linked to children's interests and stage of development. However, a planned painting activity did not accommodate younger children's sensory development. Nevertheless, all children are generally working comfortably within the typical range of development expected for their age. Partnerships with parents are successful. Daily discussions and the progress check for children between the ages of two and three years keep parents informed of their children's progress. However, systems for sharing information with the school that the children attend are not established to ensure continuity in learning.

### **The contribution of the early years provision to the well-being of children is good**

Children enjoy exploring the stimulating, well resourced, safe and welcoming environment, both in and outdoors. A well-established key-person system ensures all children are settled and benefit from secure attachments. Consequently, children are confident, happy and secure. Staff are good, positive role models, and use age and stage appropriate explanations to provide children with a clear knowledge of acceptable behaviour. As a result, children are well behaved and emotionally well prepared for the next stage in their learning. Staff teach children good self-care skills. Children wash their hands and serve their own snack. They eagerly put on their boots so they can go outside to play. Children develop good physical skills outdoors as they run, dig in the sand, and ride on bikes and scooters. Children are reminded about safety and are able to gain an understanding of risks as they explore and play in the outdoor environment.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager and staff have a comprehensive understanding of their roles and responsibilities to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Policies and procedures are robust and implemented well to ensure all children are safeguarded. Leadership is good. The manager monitors children's assessments regularly. This ensures that assessments are precise, and display an accurate understanding of children's skills, abilities and progress. Since the last inspection the setting has extended the hours of care to provide full day care. The manager has supported staff with the changes with training, regular supervision and appraisals. This has successfully identified training needs and contributes to the professional development of all staff. The manager, staff and parents evaluate practices to identify and inform plans for improvement.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY361416                 |
| <b>Local authority</b>             | Salford                  |
| <b>Inspection number</b>           | 863689                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 158                      |
| <b>Name of provider</b>            | Jane Dalton              |
| <b>Date of previous inspection</b> | 2 December 2008          |
| <b>Telephone number</b>            | 07776 491971             |

Wasp @ St Marks was registered in 2007. It is situated on a school site. The setting employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level three, including the owner with level four. The setting opens from Monday to Friday, term time only. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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