

WASPS (Wacky After School Playscheme)

Inspection report for early years provision

Unique reference number	509330
Inspection date	05/01/2012
Inspector	Lucy Showell
Setting address	The Annexe, Bartley Green School, Bartley Green, BIRMINGHAM, West Midlands, B32 3QJ
Telephone number	0121 422 2801
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

WASPS (After School Playscheme) is a privately owned setting which registered in 1996. It operates from a community building on the grounds of Bartley Green school in Birmingham. The setting is accessible to children attending schools in the local area.

The setting opens Monday to Friday during school term times from 3pm to 5.50pm and offers care in selected holidays from 7.45am to 5.30pm. Children are able to attend for a variety of sessions. A maximum of 70 children may attend the setting at any one time. There are currently 10 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two are working towards level 2 qualifications. Within the school holidays the setting is staffed by employees who work at other out of school clubs within the organisation and correct ratios maintained. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

WASPS provides a homely environment where staff develop positive relationships with children and their families. Staff have good knowledge and understanding of the Early Years Foundation Stage and the welfare requirements to meet children's needs effectively. This is supported by the secure partnerships with parents, sound links with the local schools and a fun and stimulating range of activities which encourages individual progress. Staff demonstrate good capacity for continuous improvement. There are some effective systems for monitoring practice and self-evaluation and as a result, various strengths and areas for improvement are identified.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

23/01/2012

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop the use of quality improvement processes as the basis of ongoing internal review through assessing what the setting offers against robust and challenging quality criteria and to show the impact on the outcomes for children
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

All children who attend the club are safeguarded because of staff's clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. Children are aware of their own and others' safety. This is because they share space and equipment well, are well behaved and encourage each other to take care crossing the road from school to club. Children's safety is secured because of the robust recruitment and vetting systems in place. For example, the records of the staff members show clear information regarding training, qualifications and required checks taken to ensure all people working with the children are suitable to do so. Written risk assessments are completed and effective checks and actions taken regularly by the staff minimise risks to children's safety within the environment. For example, the areas used by others when the club is not operating are reappraised before the children arrive, and equipment is checked at several times throughout each session. However, effective records of these checks are not fully maintained because names and dates are not always clear and not all elements of the possible hazards identified are included.

Staff have a clear understanding of their roles and responsibilities and an enthusiastic manner with the children who attend. The club is well resourced, providing various activities and opportunities for the enjoyment of all children present. Only a small percentage of children who attend before or after the normal school day are within the early years age range. However, the staff ensure that the provision for older children does not impact upon their care through effective ratios, good use of space and appropriate experiences available. Suitable steps are taken to ensure resources and the environment are sustainable. For example, staff recognise the importance of sourcing a variety of good quality durable equipment, and recycle materials through appropriate craft activities, such as junk modelling.

Good systems for self-evaluation are developing and improvements are being made having significant impact on improving outcomes for children. However, because evaluations of the setting are not captured as an ongoing process, the identified priorities for improvement are not fully relevant to the current practices at the club. The staff are very welcoming to parents and other carers. There are key systems in place to enable valuable information to be shared on an ongoing basis. Informative displays and daily discussions show positive attitudes and help

children and families to recognise that they are valued. The provision does not currently care for children with special educational needs and/or disabilities or English as an additional language. However, staff recognise the importance of partnership working should the need arise. Relevant information is shared effectively with the teachers at school where children attend throughout the day. As a result, there is consistency in approach and the experiences on offer complement those within school.

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

The child-friendly and spacious environment is safe, and sound security systems are in place. Children enjoy a quick snack when they arrive at club and use this time to relax and chat with their friends and the staff about their day. Their independence is encouraged as they select from the options available and freely pour their own drinks when required. Children are aware of their health and self-care needs, such as washing hands and independent toileting. They develop appropriate skills for the future as they are encouraged to take responsibilities. For example, children use good manners and help to tidy up the resources when they finish playing. Effective methods of behaviour management are established because staff reinforce gentle reminders and prompts during play. Children are increasingly aware of their own and others' safety. For example, they put on reflective jackets to cross the road and to ensure they are easily identified as part of the group whilst walking over from school.

Staff observe the children and understand their individual developmental progress with competence. Flexible and focussed activities and experiences are planned well which link to children's interests and requests. However, the information gained from observations on the children is not used when planning the activities and therefore do not always support children's next steps in learning and development. Throughout the provision, positive relationships between staff and children are being built. As a result children are becoming more confident and play well with one another. In particular children's social skills are enhanced through many opportunities for young children to take part in experiences with older ones.

Children enjoy free access to the activities which are set out in different spaces or can select other equipment that they would like out. Children enjoy physical activities in the school hall or outside on the playground if the weather permits. They kick, throw and catch balls and negotiate around each other as they play team games. Inside they select board games and build with construction kits or use the role-play resources to act out real and imagined experiences. They develop their creative skills as they make collages, draw pictures and take time to cut and stick. Several children have made kites and talk with staff about how they will try them out in the wind on their way home. Overall, children are happy and well cared for. They benefit from the suitable range of opportunities and experiences on offer which complement their busy school day.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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