

# BEST WAC Club (Langford)

Langford Lower School, Church Street, Langford, BIGGLESWADE, Bedfordshire, SG18 9QA

<b>Inspection date</b>	08/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1
		Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Extremely capable staff provide excellent programmes of learning which animate children and fully encourage their natural inquisitiveness and concentration. These opportunities build clearly and proficiently on the children's existing knowledge and skills.
- Excellent partnerships are well established with the children's parents. These clearly enable staff in the club to provide superb care, based on the children's individual needs.
- All staff have an exceedingly good knowledge and understanding in relation to safeguarding children and being alert to potential child protection concerns. Rigorous attention to risk assessments enables staff to monitor and keep safe all areas used by the children.
- There are excellent systems in place with regard to the continuing professional development of staff and the club. This has a very positive impact on the children, who are supported by very capable and knowledgeable staff to make exceedingly good progress.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke with the provider, parents and children at appropriate times throughout the inspection.
- The inspector observed activities in all areas used by the children.  
The inspector looked at a selection of policies, procedures and relevant documentation including evidence of suitability checks and evaluations carried out by the provider.
- The inspector carried out joint discussions with the provider in relation to making observations of the children's play and learning.

## Inspector

Lynn Clements

## Full report

### Information about the setting

The Best WAC Club (Langford), is the sister setting of The Best Nursery. The out of school club was established in 2013. The club is managed by Bedfordshire East Schools Trust Nurseries Ltd, which run a pre-existing nursery and pre-school. Members of staff work in the sister setting during the day. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in Langford Lower School, Langford, Biggleswade, Bedfordshire. It serves the school and local area and is accessible to all children. The club operates a drop-off session from 7.45am until 9am and an after school club from 3.20pm until 6pm. There is an enclosed area available for outdoor play. There are currently 20 children attending, three of whom are in the early years age group. The club employs three members of childcare staff. All of whom hold appropriate early years qualifications at level 3 and level 2. Two members of staff also hold level 3 Playwork qualifications. The club is supported by the manager of Bedfordshire East Schools Trust Nurseries Ltd. She holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- continue to empower children by extending their excellent learning and development opportunities, to explore and express their imagination by introducing further stimulus, such as atmospheric features in role play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff in the Best WAC club are exceptionally well organised. They are diligent in making sure that the play children choose to engage in extends and builds further on their existing skills and capabilities. Progress and continued learning is achieved through the excellent provision and organisation of stimulating play activities and opportunities. The children are clearly supported to develop extremely positive dispositions and attitudes towards their play and learning. Staff have devised learning records which clearly highlight the progress children continue to make within the club. Clear and purposeful observations are made and recorded. These are used well to help staff clearly assess the development each child is making, which prepares them well for the next stage in their learning.

Staff are very aware that the children arrive at the club following a long school day. They are careful to make sure that the exceptionally well-organised opportunities are exciting, stimulating and engaging. They understand fully the need for children to run off steam or simply flop out for a while. Children demonstrate clearly that they feel safe and at home. The children and members of staff have excellent relationships. As a result, children are able to discuss, at length, what they are interested in and what toys or resources they

want to explore or investigate when they arrive. Children are free to play inside or outside and this freedom impacts positively on them as they have the space to move and be where they prefer. The children clearly enjoy and become focused on activities, such as small world play. They demonstrate excellent negotiation and communication skills as they create their own towns, railways and road systems, drawing their ideas out and developing them over time. The finished result provides an interactive play area where all children play confidently alongside and with each other. They expertly discuss what their town requires, such as rail links, or a river where people can enjoy boating. The children also make sure that there is a fire, ambulance and police station, along with a hospital and they decide a large supermarket to provide the food and drinks people need to live. Children's language skills are developing extremely well. They competently use positional language as they talk about where to place the school or how the boats travel under the bridge. However, there is scope for staff to extend children's imagination, enriching the current excellent learning and development opportunities by introducing further stimulus, such as the sound of trains outside the ticket office. Children use their developing ideas and communication skills very well. For example, as they complete their small world road, train and play map, they realise that they do not have enough space for the last section. Together, they work out how much more paper they need, in order to finish their creation. The children measure this carefully and attach it to the original map, in order to complete their town. Children are confident to sit and talk with adults, describing their favourite games and what they enjoy most about their after school club. This exceptional environment is created and organised each day by the very dedicated staff team. Staff listen to children and engage them productively in decision making. For instance, the children have their own council within the setting, which meets weekly to discuss what activities and games interest them. The children make exceedingly good progress across all areas of learning. They are fully supported by an excellent staff team, who are wholly committed to providing children with first-rate, interesting and fun opportunities which build firmly on their existing knowledge and skill sets.

Time prior to placement provides extremely good opportunities for staff to talk at length with the children's parents. Very relevant information about their child's learning and development needs is shared. For example, parents provide staff with information relating to their child's age, capabilities and experiences. This effectively assists the team to plan and prepare very well-pitched learning opportunities, which are also clearly based on children's specific interests. Highly successful strategies engage all parents in their child's learning within the setting and at home. All children at the club make rapid progress in their learning and development relative to their individual starting points.

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

All staff are highly skilled and sensitive in helping children to form secure emotional attachments. As a consequence, they exhibit increasingly high levels of self-discipline during activities and are rapidly developing confidence in social situations. The exceedingly strong skills of the key persons makes certain that all children are emotionally well equipped for the succeeding stages in their learning. Staff skilfully support children's transitions between school and the after school club. Purposeful links are firmly established with parents. Time is taken to discuss the individual care requirements of their

child. This means that any dietary, medical or religious need is well planned for and parents' wishes are fully respected. Ongoing information is exchanged exceedingly well. For example, two-way conversations are encouraged daily. Questionnaires are collated regularly and these help staff to identify the changing care needs of each family.

Staff very effectively support children's growing understanding of how to keep themselves safe and healthy. All children are supported exceptionally well to develop an excellent understanding of how to manage risks and challenges during their everyday play and learning. Therefore, children's personal safety awareness is extended extremely well. For instance, children enjoy compiling books which reflect the activities and games they enjoy in their club. They include clear assessments relating to the possible risks they may face during their different and wide ranging games and activities. For example, the children identify that when playing in the large hall, they need to be aware of the space around them to avoid injury from running into each other or furniture. Behaviour is extremely good. This clearly impacts positively on the safety and well-being of all children. They understand about boundaries and clearly learn to distinguish right from wrong. In addition, children devise their own club rules and together they follow and implement these. Children learn about taking responsibility for their own actions. Peer resolution is encouraged. This significantly equips children with positive negotiation skills and a first-hand understanding about problem solving and dealing with potential conflict.

The children are fully included by staff with regards to choosing and helping to devise the club menu. Attention is focused on developing healthy lifestyles. They learn about the similarities and differences through everyday situations. For example, they learn why some children require special diets to help protect them from harm, while other children may not eat certain foods due to differing customs or religions. Meal times are an interactive, social occasion where the children and staff enjoy each other's company. Children demonstrate their independence as they pour their own drinks and help themselves to a variety of foods, prepared by the cook at the sister setting. All children are taught by staff to deal effectively with their personal hygiene requirements. This attention to detail helps to minimise the spread of infection and limit cross contamination. Children are clearly motivated and enthused by sports. Staff support them in developing a very good understanding about the importance of exercise. They enjoy access to a wide range of facilities both outside and within the school hall. Children chat avidly about cricket, basketball and football. During very inclement weather, they thoroughly enjoy running, jumping, skipping and dancing off excess energy. The children engage in badminton and parachute games. They also draw on previous experiences and their imagination. For example, they organise egg and spoon races, happily and competently using the badminton racquets and shuttlecocks to represent the egg and spoon. The suitability of equipment and resources is excellent. These, together with the highly stimulating environments and excellent interaction of staff, promote very constructive learning opportunities for all children both in and outdoors.

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

Members of the management team have an extremely clear understanding of their accountability and responsibility to ensure that the club meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They have very effective systems in place in order to monitor the implementation and subsequent observance of these. The staff have very clear and well-understood safeguarding and child protection policy and procedures. The protection of children within the club is paramount. Diligence is applied when making sure that safeguarding training is regularly updated to continually improve practice. All records are monitored extremely regularly to check for patterns of concern. The recruitment of new staff is extremely robust and rigorous. Attention to obtaining the correct checks and references ensures that the children remain protected from unsuitable adults. Clear and purposeful induction processes are in place, along with regular supervisions and appraisals. This very good and focused attention on the individual performance of staff means that everyday practice is scrutinised in order to provide the children with high quality adult interaction and learning opportunities.

The quest for excellence in all of the club's activities is demonstrated by the staff and their adamant drive to strongly improve achievement, and strive for the highest levels of attainment. A perceptive and targeted programme of professional development ensures that staff are constantly improving their already first rate understanding and practice. The impact of this is that staff continue to develop their self-confidence, through new knowledge and skill sets. This acquired knowledge impacts positively on improved practice and, therefore, outcomes for children. The effective monitoring of teaching and learning helps staff to establish which learning environments work best. They are then able to base these around the planning for each child's developing skills and abilities. This enables them to create contexts for learning accurately based on their developing knowledge of each child. This outcome means that staff can effectively assess and record what their actual progress is and how this can be supported and extended over time. Sustainable improvements are already underway, with the planning and construction of purpose-built premises on the school site. This will provide the club with their own space and enable the breakfast and after school club to expand further. This in turn means the club can develop and grow as a consequence.

Leadership is inspiring and motivating. All staff and parents talk about the excellent approach taken by members of the management team and the openness they encourage in all communications. Parents report that their children's needs are quickly identified and exceptionally well met. They report that all staff are very approachable and easy to talk to. They feel fully consulted and included in their children's continuing learning and development. Parents report that they would recommend the club to other families without reservation. Staff have exceedingly good procedures in place, which enable them to work closely and purposefully with teaching staff within the school. A very strong link has been firmly established and this provides a productive two-way flow of communication, which directly supports each child as they move between their school and club. This very good approach to partnership working means that specific information is shared, such as, records relating to the children's current progress and assessed abilities. This precise information clearly enables staff to plan for and support children extremely well. By working together staff can target any identified gaps in learning and support the children in making progress to address and close these. The after school club staff enable

children to explore further the learning and skills acquired throughout their busy school day.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY471343
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	940735
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Bedfordshire East Schools Trust Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01462 815637

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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