

# Woodbank Oscars

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY250635
<b>Inspection date</b>	19 October 2007
<b>Inspector</b>	Christine Marsh
<b>Setting Address</b>	Woodbank Primary School, Brandlesholme Road, Bury, Lancs, BL8 1AX
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<b>Registered person</b>	Woodbank Oscars
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Woodbank Oscars Out of School Club has been open since 2003. It is run by a management committee. It operates from a detached port-a-cabin situated in the grounds of Woodbank Primary School. The children have access to a large play room with kitchen and toilet facilities as well as the school hall and other toilet facilities if necessary. There is a fully enclosed outdoor play area. It is situated in a residential area of Brandleholme, a suburb of Bury and serves the children attending the school.

There are currently 63 children on roll aged from three to 11 years. A maximum of 24 children can attend at any one time. Children attend a variety of sessions. The club opens five days a week term time only. Sessions are from 07.30 to 08.45 and 15.30 to 17.45. The club supports children with learning difficulties and children with disabilities.

Six staff are available to work directly with the children. Four staff hold recognised early years qualifications. The provision receives support from Bury Childcare and Extended Services.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for in a bright, clean environment by staff who have a good knowledge of food hygiene and first aid. Children are routinely reminded to wash their hands, for example, before eating. Staff are aware of any dietary allergies that children have and ensure that these are appropriately catered for. These measures help to maintain children's good health. The first aid box is conveniently sited out of children's reach, however, some of the items in the box are out of date. This affects children's health in the event of any minor accidents.

The school follows a healthy eating policy that the club also adopts. Snack times provide children with a range of nutritious foods which promote their health. At breakfast time a cafeteria system operates where children help themselves to cereals and fruit juices. This promotes their independence. In addition to the snacks provided, there is a fruit bowl on display throughout the afternoon sessions, which children can access whenever they wish. In these ways children's needs for food and drinks to keep them nourished and refreshed are well met.

The daily routine includes plenty of opportunities for children to be active and benefit from fresh air. After snack time children go outside where they spend much of the session playing with their friends. In cases of extreme weather children stay inside where they play physical games, for example, using the parachute. Outdoors, chasing games, football and using the adventure trail are all popular. Children demonstrate good ball skills and skipping skills. They develop their balancing skills on the adventure trail. Children enjoy den play and focus intently as staff help them to peg leaf shapes onto the edge of the fabric as they decorate the den. Indoors children enjoy colouring patterns, writing and drawing. Through these activities children develop bodily awareness and refine their physical skills. These activities contribute towards a healthy lifestyle.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from staff creating a friendly and welcoming environment. The premises are safe and secure. The exterior gate is usually padlocked and, when other school activities are taking place, a member of staff stays at the gate to check all adults and children arriving and leaving. Staff sign children in on arrival and parents sign them out on departure. The building the club uses has two exits and children know to use one to access the outside area, and only to use the other door if they are leaving with their parent. These rules, together with the vigilance of staff, help to maintain children's safety.

A suitable range of toys and equipment is available for children to use. Indoors areas are set up and include a large role play area, craft activities, a drawing and writing area and small world play. Children can choose other toys instead of those already out, or to supplement them, as long as they put some equipment away first. In these ways children are learning to develop and extend their play creatively and to take care of their environment.

Staff have a sound understanding of safety issues within the setting and take appropriate steps to identify risks and minimise hazards. Staff talk to children about safety issues. This helps them learn the importance of personal safety. Children's welfare is suitably safeguarded by

staff having a secure understanding of child protection issues, reinforced by appropriate training and an up to date knowledge of appropriate procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan activities around themes and set up resources to support and reinforce children's learning. Themes include seasonal ones, such as Autumn and Halloween and others related to religious festivals. Children also choose themes which gives them a sense of ownership of the club. For example, children discuss themes they have enjoyed, such as 'land of the dinosaurs', and vets. The role play area is set up to complement the current theme and children enjoy developing their play in mixed age friendship groups.

Children are very happy in the setting. They benefit from the good range of activities that are available to them. Staff support children in developing skills and interests. For example, outdoors staff introduce children to new games, such as 'What time is it Mr. Wolf?' This helps children become familiar with a wider repertoire of games. Staff also support children in learning to play together equably. In these ways children benefit from a stimulating environment where they play and learn in an informal manner supported by approachable staff.

Outdoors there is plenty of space and children enjoy finding areas where they sit and chat to their friends, or do activities together. For example, they build tall towers of large bricks. As a tower topples over a child cheerfully comments, 'It was too tall!' and, with a friend, they set about building a lower tower. Children develop their imaginations through their play. A group of children decide to have a picnic and one cycles on a tricycle with a large picnic basket on the back, which they unpack setting up cups and saucers on the floor. Another child wanders over to see what is going on and they are immediately invited to join in. Children benefit from these relaxed opportunities to be sociable with others after a busy day at school.

### **Helping children make a positive contribution**

The provision is good.

Staff know children well as they work within the school. Children's individual needs are well catered for. If a child requires additional support, the ratio of staff to children is increased to ensure that children benefit fully from their time in the club. Children are highly valued. Each child's birthday is celebrated as they sing 'Happy Birthday' and blow out the candles on the cake. Games that encourage children to play together, such as hide and seek are encouraged and supported by staff.

Resources promote a positive view of different cultures and beliefs. These are used to help children learn about religious festivals, such as Eid and Passover. Children make cards and try different foods as part of their activities. Books, other clearly labelled resources and dressing up clothes, support children's learning about different cultures.

Children's work is displayed which promotes their self-esteem and sense of achievement. Children are rewarded for acts of kindness by a raffle scheme whereby children get a ticket each time they do something generous or helpful. Then, each week, two children win a small prize from this raffle. This popular system helps children learn to appreciate one another and the benefits of being considerate towards other people.

Children are learning the difference between right and wrong and staff encourage good manners. Children benefit from playing with other children of different ages which promotes tolerance and understanding. The behaviour policy supports staff in treating children consistently and encouraging their good behaviour. Rules, and the reasons for these, are explained so that children are beginning to take responsibility for their own behaviour. Children have good relationships with staff and proudly show them the construction models they have made.

Parents value the provision highly and appreciate the quality of service it provides for their children. Parents and carers have a good relationship with staff who keep them informed about school life and share their children's successes and enjoyment of the club.

### **Organisation**

The organisation is satisfactory.

Staff are enthusiastic, well qualified and undertake training to update their skills. For example, staff have had recent training in food hygiene, first aid and inclusion. These help them to protect children's health, safety and emotional well-being.

Documentation required by the National Standards is in place. Currently policies are being systematically reviewed and amended as necessary, to ensure children's current needs are actively catered for.

Staff are appropriately vetted and suitable to work with young children. Staff and children are familiar with the daily routines. The staff and manager work well as a team and ensure that children are supervised appropriately. This enables children to relax, enjoy and achieve and make a positive contribution during their time at the club.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to address issues related to children's safety, to ensure confidentiality in record keeping and to make policies and procedures accessible for parents. These issues have been addressed appropriately. For example, a lock, which is inaccessible to children, has been put on an internal door, and policies are readily available to parents. These measures help to maintain children's safety and inform parents about their children's activities.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which can be seen on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the contents of the first aid box are checked frequently and replaced as necessary.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)