

# Willows Before & After School at St Andrews

Inspection report for early years provision

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<b>Unique reference number</b>	EY391833
<b>Inspection date</b>	20/10/2009
<b>Inspector</b>	Emma Bright

<b>Setting address</b>	St. Andrews C of E Junior School, Sand Street, Soham, ELY, Cambridgeshire, CB7 5AA
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<b>Telephone number</b>	07889 047844
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<b>Email</b>	david@willowschildcare.co.uk
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<b>Type of setting</b>	Childcare on non-domestic premises
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

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## Description of the setting

The Willows Before and After School Club was registered in new premises in 2009. The setting is owned and managed by a private provider and operates from purpose-built premises on the site of St Andrews Church of England Primary School in Soham, Cambridgeshire. The setting is open five days a week during school term times from 7.30am to 8.45am for the breakfast club hours and from 3.00pm to 6.00pm after school. All children have access to an enclosed outdoor play area.

A maximum of 24 children may attend the setting at any one time and there are currently 33 children on roll; of these, five are within the Early Years Foundation Stage (EYFS). The setting is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area.

The setting employs six staff. Of these, five hold appropriate qualifications and two are currently working towards qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is safe and secure, and the environment promotes children's independence well. Children benefit from a good range of activities and games to support their interests; this enables them to enjoy their time at the setting and make good progress in their learning and development. Staff form positive relationships with parents, carers and other professionals to ensure children's needs are well met. Systems are in place to evaluate the care and education provided which enables the setting to begin to identify areas for continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop systems further to record children's achievements so that they can be used to inform planning and complement the education and care children receive in other settings. Share this relevant information with each other and parents
- develop systems further for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

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

Staff demonstrate a good knowledge and understanding of safeguarding children procedures; all staff have attended child protection training and they are proactive in helping children to understand how to keep themselves safe. Robust recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. The setting works in partnership with parents and carers to ensure children's individual needs are met. Staff gather information about children's individual care needs and they offer daily verbal updates to ensure parents are informed about their child's care and progress. Parents speak highly of the setting, and of the staff who ensure their child is happy and safe. Effective settling-in procedures ensure a smooth transition for children between home, school and the setting.

Staff have a positive attitude to liaising with other providers delivering the EYFS and have begun to form good links with the school in order to further support children's learning. Appropriate systems are in place to support children with special educational needs and/or disabilities. Staff have a good understanding of the uniqueness of each child; every child has a key person who gets to know them in order to meet their needs. This helps children to feel welcome and settled.

The coordinator provides strong leadership and all staff work well together as a team. This means the setting runs smoothly and ensures children benefit from the good provision. Systems are in place to monitor and evaluate the early years provision which have begun to identify priorities for improvement. However, this does not yet fully secure the opinions and ideas of children, parents and staff in order to continually maintain improvement. The provision in general is well organised and staff are deployed so children are safe and supervised at all times. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Required documentation is in place for the safe running of the setting and the implementation of them by staff effectively promotes and safeguards children's welfare.

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

Staff have a secure knowledge and understanding of the EYFS and this enables children to make good progress and develop positive attitudes to learning. Staff use questioning effectively to support children's learning as they play alongside the children during the sessions. A successful balance of adult-led and child-initiated activities allow children to learn and explore at their own pace whilst enabling staff to provide support. The system for assessment is evolving, however, these records are not used to fully inform planning.

Children enjoy social occasions at meal times, chatting happily together as they competently make their own sandwiches. They enjoy warm and friendly relationships with staff who praise their achievements and this helps children to

feel good about what they do. Children have opportunities to write for purpose as they draw and write their own names on their work. A range of creative activities encourage children to express themselves and to develop their skills. They produce drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy and this helps children to feel valued and fosters a sense of belonging.

Positive images of others are displayed and a range of multi-cultural resources are available, for example, books, dressing-up clothes, small world figures which children readily access which help them to understand about other cultures. Children can initiate their own activities and have access to both quiet activities and more vigorous play, both inside and outside. They enjoy turn-taking games and they play happily with the older children. Children develop good skills for their future learning as they count, recognise their names and have opportunities to use electronic equipment.

Children enjoy a good range of healthy snacks from the club menu which help them to learn about the importance of a varied and nutritious diet. Good hygiene routines followed by the staff and children help to prevent cross-infection. Staff are clear about children's individual dietary requirements and any specific needs are very well catered for. Children enjoy lots of opportunities to play outdoors with a range of resources and they readily access the outdoor area throughout the session. This ensures they benefit from plenty of exercise and fresh air. Staff establish a supportive atmosphere where children feel secure and their behaviour is good. Children develop a sense of how to stay safe within the setting and explain that they practise the fire drill so that if there is a fire 'you get out'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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## **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