

# Ready, Steady, Play @The Willows Primary School

Inspection report for early years provision

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<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Anthony Anderson

<b>Setting address</b>	The Willows Primary School, Victoria Road, Timperley, Altrincham, Cheshire, WA15 6PP
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<b>Type of setting</b>	Childcare on non-domestic premises

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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**

Ready Steady Play @ the Willows Primary School was re-registered in 2004. It operates from the school hall and library in the Willows Primary School, which is situated on Victoria Road, Timperley, a suburb of Manchester. It is open Monday to Friday from 7.40am to 9.00am and from 3.15pm to 5.45pm during term time and from 7.40am to 6.00pm Monday to Friday during some weeks of the Easter and summer holidays and the half term break after Easter. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children under 8 may attend the setting at any one time. The club currently takes children from age three to eight and also offers care to children aged eight to eleven years. There are currently 80 children on roll of which 20 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. There are currently eight members of staff. Of these, four are qualified to level 3 or above. One has a level 5 teaching assistant qualification and two are qualified teachers. Two members of staff hold appropriate level 2 qualifications in childcare. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy the many facets of the setting, and their needs are met through thoughtful planning which provides a range of varied and interesting activities each day. Regular staff meetings are used well to analyse the settings strengths and areas for development, and areas for improvement have been identified. Partnership with parents is outstanding and very positive use is made of frequent meetings with the host school's Foundation Stage to further support children's progress and development. Management demonstrate a good capacity for further improvement.

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

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

- improve the risk assessment systems and procedures for external parts of the setting and ensure they are brought up to the good standard and effectiveness of those practiced internally
- develop the use of observations in order to more consistently monitor individual children's progress and to extend the links to their next steps of development.

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

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. Systems of welfare and care, including first aid and the regular undertaking of fire drills are good overall. Regular checks are made by management to ensure the suitability of accommodation, equipment and resources although external procedures are not yet up to the same consistency and effectiveness as those in the internal part of the setting. Staff are very well deployed by the setting's dedicated and efficient management, and this adds good support to children's development of independence. Positive use is made of occasional observations to monitor children's progress and development. However, the present frequency does not yet lead to young children's next steps of learning being consistently identified and acted upon.

Parents are very well informed about their child's activities, and those spoken to during the inspection had only the highest praise for the day-to-day management of the setting. The relationship with external agencies and the host school's Foundation Stage is excellent and this helps to support and promote young children's on-going progress. The setting's systems of self evaluation and regular review are good and involve all staff who are highly valued by the dedicated management team. This is clearly having a positive impact on the embedding of ambition and the drive towards continuous improvement. The setting's promotion of diversity is good as a result of a wide range of appropriate books and posters, together with regular celebrations of world cultures and faiths.

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

Children establish very friendly relationships with staff, and they are clearly aware of the setting's slogan –'In Pursuit of Fun'. They quickly join in games and activities with their friends, and they enjoy the feeling of space in the main hall of the host school. All children tuck in to a healthy breakfast of cereal, fruit and toast. Afternoon snacks are also available and children are invited to suggest healthy items they wish to add to the menu. Personal hygiene is regularly encouraged by staff and consistently practised by children.

There is a wide range of appropriate play and learning resources, including those reflecting other cultures and a vast outdoor facility. External activities are well planned and provide many opportunities for children to exercise and develop their physical skills. Inside the setting, some children enjoy playing with a construction set whilst others join in the challenge of a table football game. One young boy is the very picture of early morning concentration, when studying his next move in a competitive game of chess against one of the enthusiastic members of staff. A wide range of other resources allow children to express themselves through drawing or painting. One child is helped to develop his mathematical skills by counting the number of fishes on each successive page of a colourful book. The successful development of personal, social, communication, technological and

mathematical skills are providing a firm foundation for future learning. Children appreciate and benefit from the large area of rubber matting covering the floor as this aids their safety and protection.

The developing use of observations of children to inform planning and to monitor their progress is increasingly having a positive impact on their levels of enjoyment and achievement. Children behave well and do not need to be asked twice when required to support the staff in tidying up the setting. They are encouraged to take responsibility for the day-to-day development of the setting by contributing their own ideas and suggestions. Children's regular access to well planned and managed activities contributes well to their development and progress towards the early learning goals.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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