

Leo's Den in Woodborough Woods

Inspection report for early years provision

Unique reference number EY405172
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Inspector Janice Walker

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Type of setting 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

Leo's Den in Woodborough Woods became registered in 2009. It is one of three settings owned by a private provider and operates within the local village school in Woodborough near Nottingham. The setting is located on one level and has access to fully-enclosed, secure outdoor areas. The setting serves families from the local area, primarily children who attend the local school and pre-school.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 16 children under the age of eight, and accepts children from four to 11 years. There are currently 36 children on roll, eight of whom are in the early years age range. Children attend a variety of sessions each week depending on the individual requirements of each family. The setting is open each week day during school term-time offering before and after school care. Sessions are from 8.00am to 9.00am and 3.45pm to 6.00pm. There are three staff employed to work with the children. The manager and one other staff hold relevant childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Leo's Den in Woodborough Woods provides a warm, welcoming and inclusive environment for children. They are strongly valued as individuals and activities are planned according to their particular personal interests. Policies, procedures and practices which are mainly comprehensive ensure they are safeguarded and their welfare is promoted. Caring and respectful relationships with parents contribute effectively towards ensuring that every child's individual needs are met. The group has built up good links with the school and are aware of the need to now work towards ensuring continuity and progression for each child in the early years age range. There are effective links with the provider's other settings and advisory staff and this enables staff to monitor the quality of the provision, helping to ensure continuous improvement.

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 information you have used to assess suitability to demonstrate to Ofsted that checks have been carried out, including the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained. (Suitable people)

30/07/2010

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

- extend the systems for sharing information with other providers where the care of children is shared to include all other provisions that children also attend and increase the level of detail exchanged in order to better support continuity and progression for individual children.

The effectiveness of leadership and management of the early years provision

High priority is given to children's safety. Clear records, policies and procedures are in place and in the main they are implemented effectively to ensure the safe and efficient management of the provision. However, although procedures are in place to ensure that staff are, and remain, suitable to work with children, required records of the information that have been used to assess this are not readily available for all staff, which is a breach of specific legal requirements. The premises and equipment remain suitable because staff vigilantly undertake daily checks prior to children's arrival which contributes greatly to minimising the risk of accidents both indoors and outdoors. Effectively implemented procedures ensure children remain safe during transfers to and from school and staff work together well, deploying themselves effectively to ensure that children are well supervised and supported at all times. Toys and play materials are well organised to enable all children to access them safely and independently. Through training and detailed written procedures, staff have a clear understanding of their responsibilities regarding child protection and have relevant contact numbers to hand if needed.

Parents are made to feel welcome in the setting. They are provided with an enrolment pack which provides an overview of selected policies and procedures with information about accessing others, so they are clear about how the setting operates. A key worker system is in place for the younger children, consolidating links with home and supporting continuity and consistency of children's care. The child profile which children complete, with support from their parents as part of their induction, provides staff with detailed information about children's personal circumstances along with their likes and dislikes. This enables staff to meet their individual needs and provide activities which children participate in with enjoyment. The setting has established good links with the school to ensure that appropriate information is shared about children's care, well-being and general learning. Information gained, however, is not yet detailed enough to best promote continuity and progression for individual children and staff are still in the early stages of extending these links with other settings that children attend. Through ongoing self-evaluation, the manager and staff team demonstrate a clear awareness of their strengths and areas to improve and work together to implement planned changes to ensure children benefit from improved practices. For example, staff have recognised a need for an identified quiet area where children can relax and play quietly and are in the consultation process regarding the purchasing of equipment to create such an area. Staff evidence a commitment to training and a positive approach to obtaining support and advice from other relevant professionals which all contribute to the continuous improvement of the setting.

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

Children are happy and settled in the provision. The sessions run smoothly with a good balance of child-initiated play which enable children to freely explore and express themselves and adult-led activities which introduce them to new games and experiences. Staff demonstrate a good awareness of children's individual needs and abilities, skilfully assessing when adult support would be beneficial and when to allow children to interact, explore, investigate, create and to resolve issues independently or with their peers. Staff create a welcoming, friendly and relaxed environment and children form good relationships with them and confidently state their views and opinions. Sessions are planned to complement experiences that children have had elsewhere during the day and also take into consideration their interests and requests. Systems for planning though are not yet fully secure in promoting continuity and progression for the younger children. Children's independence is encouraged through daily routines as they help to prepare their own snacks and make their own decisions regarding their play. They particularly enjoy outdoor activities, joining in organised group games, such as, football with evident enthusiasm.

Clear systems are in place to promote children's safety within the setting. Good security measures are in place and children are well supervised at all times. Children learn about possible dangers and how to keep themselves safe through good practices; for example, they are clear of the rules regarding transfer to and from their classrooms and regularly practise the emergency evacuation procedures. They learn safe ways of using equipment and materials which pose possible dangers, such as, scissors and knives and participate in activities related to safety themes, such as, sun, water and road safety. Good standards of cleanliness within the setting along with appropriate policies relating to infectious illnesses help to minimise the risk of spread of infection. Relevant information is gathered to ensure that staff are aware of children's medical and dietary needs and clear systems are in place to ensure they can respond swiftly and effectively in the event of an accident or emergency. Through routines and discussion, children learn about and practice good personal hygiene, such as, hand washing before meals. They enjoy relaxed, social tea-time sessions where they not only enjoy a hearty and healthy snack but also engage in animated discussions with each other and with staff. Staff skilfully use this time as an opportunity to encourage children to express themselves; they share their experiences in school along with their views and opinions about the after school club and ideas for activities and equipment. Staff take these on board, incorporating them into their planning, showing children that they are all valued as individuals. Clear rules are in place to ensure that children learn acceptable behaviour; staff consistently reinforce messages about what is okay and what is not so that children learn what is right and wrong. Through staff's high levels of support, children acquire the skills and confidence to respond with high levels of maturity to behaviour which is not acceptable. Staff are good role models, and through the example they set, children learn to value differences and to show each other kindness and consideration. They develop their understanding of the wider world through their involvement in

planned activities, such as, exploration of countries represented at the current football world cup.

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
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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

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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