

# Woodcote After School Club

Inspection report for early years provision

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**Unique reference number** EY293545  
**Inspection date** 19/03/2010  
**Inspector** Fiona Robinson

**Setting address** Woodcote CP School, Reading Road, Woodcote, Reading,  
Berkshire, RG8 0QY

**Telephone number** 01491 680454

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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**

Woodcote After School Club operates from the school hall and was registered in January 2005. The setting has the use of the playing field and outdoor environment. Children attend the club from the school and the local area. It is registered for 24 children aged from four years to under eight years. Currently there are 37 children on roll, of whom two are under five years of age. The club opens Monday to Friday from 3.15pm to 6pm during school term times. The setting provides care for children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, of whom two hold appropriate childcare qualifications. Two other members of staff are working towards a qualification.

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

Overall the quality of the provision is good.

Overall the provision is judged to be good, because children are fully involved in well organised indoor and outdoor activities. They respond well and behave very well in a stimulating setting. The staff team take into account children's individual needs and interests and promote their independence well. Staff have excellent links with parents, the host school and the community. The manager and staff have a clear understanding of the setting's strengths and areas for improvement and there is a good commitment to continuous improvement.

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

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

- refine planning and assessment procedures and develop learning stories for the youngest children
- develop the use of technology in the setting, especially for recording children's achievements.

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

Children's safety is protected well because staff have a good understanding of safeguarding issues. Comprehensive written policies, procedures and documentation are implemented effectively to ensure children's welfare is safeguarded and promoted. Children are well supervised to ensure their safety. Staff regularly carry out risk assessments to minimise danger and children benefit from the safety rules put in place by staff. There are robust collection procedures in place, which are known and understood by parents and carers. Children are cared for in a safe and secure well maintained environment.

Partnerships with parents and carers and the host school are excellent. Parents receive regular information through informal discussions, their notice board and newsletters. They say that staff are friendly and caring and their children are confident and happy to attend the club. Staff keep parents well informed of their children's achievements and are currently developing learning stories to record the progress of the youngest children. There are excellent links with the host school and information is shared very effectively to ensure a smooth transition at the end of the day. The setting benefits from the use of the outdoor environment and playground. There are excellent links with the community and the club regularly participates in special events such as Village Day. Parents are very supportive of fundraising activities. For example, the club regularly has a stall at the host school's Christmas and Summer Fayres.

The club is well led and managed. Good self-evaluation systems ensure that improvements have a positive impact on the experiences of the children. The manager and staff value the views of parents and children and take these into consideration when identifying priorities for resources and activities. Good progress has been made in addressing the recommendations from the previous inspection. Planned in-service training helps staff to improve and enrich their own experience, and qualifications and documentation are regularly reviewed. Staff meet regularly to discuss the strengths of the setting and identify areas for improvement. Currently, they are refining planning and assessment procedures, especially for the youngest children. They are also developing the use of technology in activities such as the use of the digital camera and computer to record children's achievements. There is rigorous monitoring of activities and staff actively promote equality and diversity. They ensure children are fully integrated in indoor and outdoor activities. Resources are used effectively to meet the needs of the children. Staff demonstrate a shared commitment to developing good quality practice. They work well together as a team to ensure a purposeful, stimulating environment.

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

Children have valuable opportunities to learn through interesting, well organised activities. They have a high level of independence and enjoy the responsibility of helping with daily routines. They show a sense of belonging and are confident and at ease in their setting. They are keen to experience the wide range of activities offered to them. They benefit from well organised activities and achieve well.

Children's health and safety is promoted well through healthy eating at snack time and physical exercise. They have a good understanding of making healthy choices and learn to use equipment safely as they help to prepare fruit salads and vegetables. They develop self-confidence in their physical skills as they explore a good range of large and small apparatus in the outdoor area. They enjoy playing team games and football and cooperate very well with one another. Children are very well behaved because they have an excellent understanding of what is expected of them. They are actively involved in developing the club's rules and value one another as individuals. Staff are excellent role models with high

expectations. They support the children well, so that they are all included in activities.

Children enjoy coming to the club and achieve well in their activities. They enjoy hunting for minibeasts and readily identify red kites flying high in the sky. They develop their creative skills well as they create a colourful collage of dragons and tigers. They like making pizzas and selecting healthy toppings. They are keen to build dens and develop a good awareness of environmental issues. Personal development and social skills are developed very well through problem solving activities tabletop and computer games. However, children have limited opportunities to use technology such as digital cameras and laptop computers in the setting. They benefit greatly from themes, such as 'Snow' and 'Fairy Tales', and festivals such as Diwali, Christmas and the Chinese New Year enrich their experiences. They are keen to sample Chinese food and enjoyed making lanterns and bracelets as part of their Chinese New Year celebrations. They had fun making pancakes for Shrove Tuesday and carefully decorated trinket boxes for Mother's Day. Overall, children enjoy their time at the club and are well prepared for life outside the school day and future learning experiences.

## 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	1
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