

Woodies Out of School Club

Inspection report for early years provision

Unique reference number	300939
Inspection date	17/06/2010
Inspector	Tara Street
Setting address	Woodseats Primary School, 670 Chesterfield Road, Sheffield, South Yorkshire, S8 0SB
Telephone number	07977306559
Email	
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

Woodies Out of School Club is run by a voluntary management committee. It opened in 2000 and operates from two rooms in the basement of Woodseats Primary School in Sheffield. Children have access to an enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 9am and from 3.30pm to 5.45pm during term time and from 8am to 5.45pm during school holidays. The holiday play scheme opens for one week at Easter and the first four weeks of summer.

There are currently 77 children on roll. Of these, 41 are under eight years, and of these, 12 are within the Early Years Foundation Stage. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three regular members of staff, including the manager, who work directly with the children and two supply staff. Of these, two hold an appropriate level 3 qualification in early years and/or playwork, one holds a level 2 qualification and one is currently working towards a level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. Staff have a satisfactory understanding of the Early Years Foundation Stage and work together well to implement a range of appropriate activities. They meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Planning for improvement, including processes of self-evaluation, are not yet fully developed. As a result, some of the records and procedures which ensure the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment of the provision which is reviewed regularly, at least once a year, and ensure the necessary steps are taken to prevent intruders from entering or children from being able to leave the premises unsupervised. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

18/06/2010

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

- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment given
- develop further the records of observation and assessments to make it clearer how children are progressing towards the early learning goals, and use these to inform planning and identify the next steps in a child's developmental progress
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

The effectiveness of leadership and management of the early years provision

Children use an appropriate range of toys and equipment which are safe and suitable. Staff carry out a daily check on the areas used by children to minimise risks and hazards. However, a full risk assessment of the provision has not been carried out or reviewed on a regular basis. As a result, issues around the security of the premises which prevent intruders from entering and children from leaving unattended have not been identified or addressed, which are both requirements of the Early Years Foundation Stage. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability. Most of the records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, parental signatures are not consistently gained on accident and medication records to show parents have been informed of any treatment given to children. Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for improvement. However, methods for identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment are not carried out. The recommendations made at the last inspection have been suitably addressed. Resources, including staff and the available accommodation, are deployed appropriately, although, issues around the storage and presentation of resources sometimes limit children's choice. Inclusive practice and equality policies and procedures are appropriately implemented throughout the setting, and as a result each child's individual needs are recognised and supported.

Staff form friendly relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There

are informal links with other early years practitioners within the school to ensure all children's needs are planned for.

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

Staff interact appropriately with the children through play and talk to them about what they are doing, offering guidance and support. There is a suitable range of adult-led and child-initiated activities. Staff have an appropriate understanding of the Early Years Foundation Stage and, therefore, children's progress towards the early learning goals is generally supported. However, this is not clearly identified within the planning, and assessment records neither clearly show how children are progressing towards the early learning goals nor identify their next steps in learning. This potentially limits the setting's ability to ensure each child's needs are being met.

Children enjoy being creative with craft materials, building a den from a range of fabrics and sheets and investigating construction materials. A satisfactory range of creative activities are offered and children enjoy free access to an appropriate range of mark-making materials to practise their early writing skills. Warm relationships between staff and children are formed and children behave well. Children are developing their independence through tasks such as helping staff to set up activities and putting snack dishes away. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Activities are used suitably to promote early mathematical skills, such as board games and baking activities. Children's knowledge and understanding of the world around them is effectively promoted through daily resources such as books, puzzles, dressing-up clothes and role play equipment.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as kneeling on stools, and the possible consequences of this. Children enjoy a healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. Children regularly play outside with a range of equipment, which helps the development of their physical skills. For example, they regularly participate in throwing and catching activities and games of football, and enjoy playing on scooters and skateboards.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 18/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 18/06/2010