

# Woodthorpe After School Club

Inspection report for early years provision

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**Unique reference number**

EY399598

**Inspection date**

13/07/2010

**Inspector**

Christine Tipple

**Setting address**

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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**

Woodthorpe After School Club was registered in 2010. The club is managed by a voluntary committee. The club uses the dining hall, junior hall, classroom and the infants playground and associated facilities. The club serves children who attend the school. The club opens Monday to Friday 3.15pm to 5.45pm term time only. There is access to the school playground for outside play.

The club is registered for a maximum of 24 children under eight years at any one time. There are currently 27 children on roll, of whom five are in the early years age group. The club also offers care to children over five years to 11 years. The club is registered by Ofsted on both parts of the Childcare Register.

There are two members of staff and one relief staff, of whom all hold relevant qualifications at level 2 to 4.

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

Overall the quality of the provision is satisfactory.

Children are settled and enjoy attending the club and are well supported by the staff's caring approach. The children have opportunities to develop their interests and to suitably progress through the range of activities offered. Staff provide an environment which promotes inclusion and where children's safety and well-being is effectively supported. The range of information and documentation overall is appropriate in most areas. The partnerships established with the parents and school is good which ensures a shared approach in supporting children's ongoing needs. Links within the community are positive and staff take an active role in the area early years cluster group meetings. Staff and the committee work well together to monitor practice and to identify areas to develop and improve upon as a club.

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

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

- extend the procedure to be followed in the event of a parent failing to collect their child
- review the details in relation to parent contact and responsibility for their children to ensure this is consistently recorded.

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

Staff has attended safeguarding training and have a clear policy in place which provides details of the procedures to follow when reporting a concern. However, the procedure for non collection of a child is not sufficiently detailed. The

recruitment and selection process is managed effectively by the committee and covers all relevant checks to be completed to ensure staff suitability. There is a written induction process and staff appraisals which identify future training and development needs of staff. The club has risk assessments which cover the areas used in the school and outside and include additional daily checks carried out by the staff. These along with the clubs policies and procedures are reviewed to ensure they remain up-to-date and reflect current guidelines and practice. Staff and the management committee aim to reflect the needs of the community in providing an inclusive service. To ensure children are supported and valued as individuals and are treated fairly and with respect and challenge any form of discrimination. Children have opportunities to take part in celebrations and activities which reflect local traditions and the wider world.

The partnership with parents is good. The staff gives parents a 'family welcome pack' as they register with the club which includes key policies and procedures. Staff provides a newsletter for parents to keep them informed of what is happening at the club. Other information is shared through the registration form which enables staff to identify any additional needs with the parents. However, staff do not always ensure parental responsibility and contact details are consistently recorded for each child. Staff has established good links with the school and class teachers which enables the ongoing sharing of information including the parents in supporting the children. The children have opportunities to take part in community projects, such as keep fit activities. Feedback from parents is very appreciative of the provision in supporting their childcare needs. Children enjoy the activities and being able to play outside and the 'staff are very nice and kind'.

The use of space currently allocated to the club in the school is suitable in meeting children's needs. This on occasion restricts the range of resources and equipment which can be accessed by the children. The staff ensure children's requests and interests are recognised and are active in providing any additional resources to support them in their play. The selection of resources and equipment offer a variety of activities and experiences which sufficiently link to their ongoing learning and development needs. Staff are suitably qualified and there is a relief staff member for cover as needed. The staff works effectively together and with the management committee to develop and improve the club's provision. This includes access to a classroom in the school. This will greatly benefit the children in having a permanent base which will enable them to have more input and ownership of their club.

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

A key person system is established which includes all the children attending. This provides a positive contact link for both the children and parents. This enables staff to monitor the early year's children through observations which provide a snapshot of the children at their play, to record their levels of achievement. This enables staff to support most aspects of children's ongoing development. Children choose freely from what is provided each day and additional resources are

accessed as requested by the children. There is a suitable balance of child-led and adult intervention which enables the children to develop their interests and to become more independent.

Children's personal, social and emotional development is promoted well by the staff. This enables children to develop their self assurance and social skills. Children are on occasion boisterous but this is managed positively by staff by ensuring children have daily opportunities to be outside which they enjoy. Children are supported when they first attend the club with a 'buddy system' where another child supports them to settle in. The staff discuss with the children about what is acceptable behaviour whilst attending the club. Staff praise and encourage the children in what they do which enables them to develop their skills, such as taking turns on the computer. The activities and resources offered to the children aim to engage them and limit the opportunities for any disruption, such as arguments. Children are confident in their relationships and in communicating between themselves and with the staff. Opportunities are provided for children to work in groups or on their own and they are encouraged to develop their speaking and listening skills. There is access to a selection of books for the children and staff supports them with their reading or other homework. Children enjoy a selection of games which use a dice or match numbers and pictures. Children have opportunities when outside to investigate and see the changes through the seasons. The children make flags of different countries and extend their experiences from school, such as being involved with different musical instruments from other parts of the world. Creative activities offer children different mediums and materials to create their pictures with. They make and decorate masks and enjoy painting and making models.

Children have daily snacks which provide a range of healthy options for the children, such as a variety of fruit and cheese on toast. Drinks are offered throughout the session which children can access independently. Information is in place for parents on children attending when ill and includes details of the relevant exclusion periods. Provision is in place for the children to manage their personal care and be aware of the importance of washing their hands. The children take part in the evacuation procedure and through their play learn about being safe in how they use equipment and to follow basic rules. This enables children to take levels of responsibility in managing their personal safety.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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