



## School's Out Woodlands

Inspection report for early years provision

<b>Unique Reference Number</b>	EY267107
<b>Inspection date</b>	20 March 2006
<b>Inspector</b>	Lynne Naylor
<b>Setting Address</b>	Woodlands Road, Formby, Liverpool, Merseyside, L37 2JN
<b>Telephone number</b>	01704 832 888
<b>E-mail</b>	
<b>Registered person</b>	School's Out.Com Limited
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

School's Out Woodlands opened in 2002 and moved in 2003 to Woodlands Primary School in Formby. It is one of four out of school clubs operated by School's Out organisation. The out of school club serves the children attending the school and the holiday scheme serves the children from the local area.

A maximum of 32 children may attend at any one time. The group opens five days a week, term time only. Sessions are from 07.50 to 08.50 and 15.10 to 18.00 during term time and from 08.30 to 18.00 during the holiday play scheme.

Children are cared for in the main hall, in the infant department of the school. Two adjoining classrooms are available, if required. Children have access to a secure outdoor play area.

There are currently 55 children on roll, of which 33 are aged from 4 years to under 8 years. The club supports children with special needs.

The service employs four staff to work with the children, of which three hold appropriate child care qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff protect children's health by taking appropriate steps to minimise the spread of infection. Most staff have up to date first aid training that enables them to carry out appropriate treatment in the event of injury. Children receive and sign a copy of the rules at induction, make and display posters, and share them with new children. Consequently, they show a clear awareness of the health and safety rules, such as informing an adult before leaving the hall to enter the bathroom. Children know that washing hands helps to prevent the spread of germs. They follow routine hand washing procedures without prompting.

The consents, policies and procedures relating to health, are effective in ensuring continuity of care between staff and parents through good communication and appropriate action. Useful systems are in place to record accidents and medicine administrations.

Children's individual dietary needs are met well using all the relative information obtained from parents. On arrival, children help themselves to drinks from an adequate range, for example, water, milk and sugar free cordials. They also help themselves to biscuits, such as chocolate digestives and chocolate chip cookies. This enables children to identify their own needs and help themselves to drinks and snacks. However, as fruit and vegetables are not always on offer, children's ability to make healthy choices is hindered. Each evening, two types of snack, hot or cold, are also offered. This main snack is always nutritious, for example, children choose either beans on toast or sandwiches of cheese or tuna, with salad. Children help to prepare snack, which develops their self care skills. Snack time is a pleasant social occasion with children sitting together and chatting about their day.

Children are involved in menu planning. They discuss, plan and write the menu each week for the following week. They are positively encouraged to try different foods. For example, each evening a planned taster is available, such as grapefruit segments. Good access to literature about healthy eating and frequent discussions, as part of themed work, gives children a good appreciation of the type of foods that keep them healthy. Children learn that exercise is good for their heart as they participate in sponsored events, such as 'jump rope for health'. Children's health also benefits from exercise in the fresh air. For example, they play team games, such as

relay races and during warmer weather, take walks looking for bugs with the help of a local ranger.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and welcoming environment, which is clean and well maintained. They move freely and safely around the hall, where resources are very well organised. Children independently select toys from a very good range of clean, safe equipment thoughtfully set out, by staff, prior to each session. Toys and equipment, which are regularly checked for safety, meet the needs of the full range of children who attend.

The children are kept safe through staffs vigilance and good practice, such as completing a safety checklist, prior to each session. This ensures hazards are effectively minimised. Children know how to evacuate the building safely as evacuation procedures are practiced regularly. Safe collection procedures ensure children leave with a known adult. A full written risk assessment is available and very clear induction systems ensure new staff are well aware of the procedures required to protect children and keep them safe. Staff are very much aware of potential hazards and take positive steps to ensure children are kept free from harm.

Children take responsibility for their own actions and the safety of others. They show a clear awareness of safety rules and a good understanding of why boundaries are set. This is because they make and write their own rules on posters, which are clearly displayed. Children sign to say they agree to the rules and refer to the posters during the session. Children regularly discuss safety topics and enjoy learning about safety from some interesting visitors. Through taking part in cycling proficiency tests and through visits from the road safety officer, children also effectively learn about road safety.

The children's welfare is safeguarded because staff demonstrate a clear understanding of potential signs of abuse and neglect; also of whom to contact in the event of identifying a child protection concern. The settings written statement is well understood by staff and contains most of the required elements. However, the procedure to be followed in the event of an allegation against a member of staff is not clear in the documentation.

### **Helping children achieve well and enjoy what they do**

The provision is good.

A well resourced environment enables children to initiate their own play. For example, they make models from construction sets, play snooker and play boxed games. They play imaginatively in the role play area with the tent, clothes and play food or with the small world equipment, such as the cars and roadway mat. Children are able to relax in the designated comfortable area or complete their homework in the quiet room off the hall.

Staff plan in advance, interesting activities, one for each day, relating to a weekly theme. For example, this week, children design their own football kit, play crab football and make faces on scotch pancakes using raisins, midget gems and liquorice sweets. Children enjoy access to a full range of activities, which are suitable for their ages and abilities. They write down their ideas for future activities and over time, staff build these activities in to the plans. However, full use is not yet made of the suggestions to consistently match children's interests.

Children enjoy taking part in many community projects. For example, they attended the local Edwardian day events. They also received prizes at the local show, for some of their exhibits. For example, their poems, flower arrangements and people made from vegetables.

Children relate well to each other. Adults, in the main ask questions which challenge children or develop their ideas. Children's creative skills are developing very well. Some children enthusiastically paint, whilst some make models from found materials and some decorate scotch pancakes. Good access to a range of art materials enables children to be creative at any time. Positive relationships are formed between staff and the children who are happy and settled. Staff are attentive to individual children. They value their contributions and take a genuine interest in what they are doing in their play. Staff acknowledge children's achievements resulting in high levels of confidence and self-esteem.

### **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals and treated with equal concern. They are given good opportunities to increase their knowledge about the world around them, through discussions with staff and planned activities. Although resources that reflect positive images of disability are less evident on a daily basis, children are aware they live in a diverse society. They learn sign language and about how others live, through enjoyable talks from visitors, such as the hearing dog when the owner explains how the dog works for her.

Children enjoy interesting activities based on many festivals and celebrations. They learn well about the immediate world and world issues through the weekly themed activities provided. Records show interesting activities relating to Australia Day, the body, new beginnings including global warming and recycling, Hanukkah, Christmas, Spain, Hawaii, Winter and Diwali. Through these themes, discussion and planned age appropriate craft activities, children learn to respect the views of others.

Staff are good role models, emphasising the importance of being kind, friendly and respectful towards one another. Children know and understand the rules which are consistent. They help to tidy away equipment and use good manners at snack time. Children play harmoniously together. They effectively negotiate with each other and take responsibility for their own behaviour. They are very well-behaved, polite, take turns and show concern for others.

Children respond well to meaningful praise; this helps to raise their self-esteem and

confidence. Children's individual needs are effectively met. This is because staff obtain the relevant information from parents in order to be in a position to give appropriate care. Parents are kept well informed via useful written policies and procedures, detailed informative newsletters and regular verbal exchanges of information. The system to record complaints, however, has not yet been revised in line with recent amendments to the National Standards. Consequently, it is not in a format that can be shared with parents.

Views of children, parents and other users of the group and building are actively sought. All comments are compiled after the evaluation. They are shared with an action plan of how the group intends to meet the identified needs of everybody concerned. Parents are keen to express their positive views about the club. They are warmly welcomed and chat to staff when they collect their child.

## **Organisation**

The organisation is good.

Children are well cared for by staff and regular volunteers, who are fully aware of their roles and responsibilities. Children are familiar with the established routines and benefit from good levels of adult attention. They are kept safe and healthy as staff show a strong commitment in keeping up to date with training. Good support from management enables staff to access training that in turn helps to enhance the quality of care that children receive. Children also benefit from the good systems of communication in place. Staff address any areas of concern or practice issues as they arise and through regular staff meetings.

Children are cared for in a stimulating environment due to good use of time, space and resources. They are actively involved in all aspects of the organisation. For example, children assist in the planning of menus and activities. Staff actively seek and value the children's ideas and suggestions in all aspects of the provision. This enables children to access an interesting range of activities which meet their developmental needs.

The required documentation is mainly up to date, well organised and stored confidentially. This contributes to the safe and efficient management of the provision. Staff effectively follow the settings policies and procedures which serves to protect children. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, one recommendation was raised. This relates to developing the provision for children who wish to rest and relax.

Since the last inspection, some magazines have been added to the collection of available reading materials. Consequently, children can choose from a range of age appropriate books and magazines when they rest in the main hall, on the cushions in the designated reading area. Children can also sit quietly in the room off the hall.

However, the furnishings in this room do not yet lend themselves to comfortable resting.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make full use of the children's suggestions to provide activities, in a shorter timescale, that match their individual interests

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)