

Woodleys Out Of School Club

Inspection report for early years provision

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Inspector

Rosemary Davies

Setting address

St. Michaels Primary School, Back Lane, Aldbourne,
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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

Woodleys Out of School Club opened in 1999. It operates from the Old School Room on the St. Michael's Church of England (Aided) School site, in the village of Aldbourne, near Marlborough. A maximum of 26 children may attend the club at any one time. The club provides after school care primarily for children attending both this school and the primary school at Ramsbury, for whose children the club provides transport to the club. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll aged from four to 11 years. The club caters for children up to the age of 14 years, although none attends currently. A holiday club runs for one week during the summer holiday. Children attend varying numbers of sessions and these run from 3.15pm until 6pm, Monday to Friday, term time only. The club employs seven staff, including those who undertake transport duties. Five of the staff, including the playleader, hold appropriate playwork qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a safe place for children to play, which complements their school day well. Children progress well overall in their learning and development, especially with regards to extending their physical skills in the fresh air. Partnerships with both parents and others have a positive impact on the quality of the provision offered. Children's well-being is promoted successfully overall. Staff and Trustees consider carefully how they might improve the provision, evaluating accurately for the most part and showing a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further provision for helping children to develop skills for the future by improving their access to a range of suitable books, for example in the main hall, and by providing additional access to information communication technology resources
- consider improving the programme for healthy lifestyles by offering more healthy options, particularly for children's snack, and additional opportunities for children to rest and relax, for example, in the main hall.

The effectiveness of leadership and management of the early years provision

The play leader and trustees work together effectively to appoint staff who are suitable to work with children. This includes making potential staff fully aware of expectations for training and duties, in order to retain a well-qualified team. A full

range of appropriate policies and procedures underpins the smooth daily running of the club to maintain children's good health and keep them safe. Staff know their roles and responsibilities well, carrying out checks and preparing the premises ready for children's arrival. They understand their roles in protecting children's welfare and act decisively in the children's best interests when necessary.

Excellent partnerships with the adjoining school help promote many good outcomes for children. Club staff are fully committed to working in partnership with both schools. The club has full use of the school's hard-surfaced playground, field and the adventure play area, known as The Fort. Staff make full use of these high quality facilities to promote children's learning and development well. Staff from all provisions work together to keep each other informed about the children and the sort of school day they have experienced. This approach means club staff can cater for children's individual needs well. Staff implement an effective key person system, which successfully helps children feel very secure and therefore able to relax, learn and have fun. Staff deploy themselves well, knowing whose turn it is to prepare snack and moving around to play and chat with children, as necessary. For example, they provide particular resources if children ask for them and these are not already out.

Partnerships with parents are excellent too. Parents trust the club staff to provide appropriately for their children. They particularly like the long periods of outdoor play. They feel very well informed about what children do through seeing photographs in their 'Learning Journals' stating that 'Photos of happy children are reassuring'. Parents influence what happens in the club, such as opening hours and routines and, for example, the introduction of children using wet wipes after meal times.

The staff and trustees think about what the club offers and how they might improve it. They evaluate accurately overall, although some areas for improvement are overlooked and others, such as the provision of healthy food, require further attention. They have introduced many positive changes since the last inspection. Attendance figures from Ramsbury school have increased as a result of the club offering transport. Staff have increased their skills and knowledge through training, improving outcomes for children. Additionally, the club now offers more equipment for information and communication technology. This equipment is not always available, however, as it is located in the Quiet Room. This omission prevents children from using these resources daily to practise skills for the future.

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

Children thoroughly enjoy their time in this club, where their welfare needs are met well at the end of the school day. They enter happily and confidently, knowing routines, such as hanging up coats, washing hands and sitting down for a quick snack. Food is generally healthy but there is a tendency to offer too many sugary options, for example, as toppings for toast. The cooked 'high tea', provided later, is both nutritious and healthy. An example is pasta with sauce and meatballs, accompanied by salad and garlic bread. Staff wisely offer the bread only when a

substantial proportion of other items are eaten, so children do not fill up too quickly on bread alone. Children tuck in heartily. There is sufficient variety to suit different palates, with menus displayed in advance. Children's views are sought, which leads to changes, such as the inclusion of fresh pineapple as an option.

Children have opportunities to learn about special occasions and festivals at mealtimes, by eating pancakes for Shrove Tuesday and noodles at Chinese New Year. Staff are careful to complement the school day and do not try to replicate it. Sometimes their planning reflects what the school offers. For example, work on Scotland for St Andrew's Day results in Scottish dancing, cooking shortbread and tasting haggis – which staff report children much enjoyed. This helps children's understanding that people differ and celebrate different occasions by a range of experiences.

Children enjoy spending considerable periods of time outside. They decide for themselves whether to play outside or indoors, but staff strongly encourage fresh air and healthy exercise. Children respond extremely well, going out as soon as they can. They make full use of the excellent outdoor facilities, climbing in The Fort, using swings and playing football. They play happily with older children, trying their skills at kicking balls to score goals and being cheered by their friends and staff when they do. Sometimes they prefer to make their own entertainment by using a slope to play 'roly-poly', which results in much laughter. Children relish setting their own physical challenges, testing their strength and courage.

Indoors, children access a wide range of play resources and equipment. In fine weather, not so many items are out, which encourages children to go outside. When they come back in for a rest and quiet time after all their energetic activity, the organisation of resources in the main hall does not fully support children's opportunities to relax and read or listen to stories, to help them learn to love books. Books and a couch are available in the Quiet Room, when open, but some children may wish to stay with sisters or brothers in the main hall, particularly when first settling in the club.

Overall, children show a good sense of belonging and clearly feel very safe. They know they must not run in the main hall, for example and are supervised closely when outside. Children share well and they make friends and have very good relationships with staff. The different age groups get on together, as do children from both schools. Staff make clear their expectations for good behaviour and children know 'We mustn't hit each other'. Consequently, they behave very well.

Staff provide activities that cover all required areas of learning, but do so through play by planning activities that are fun. Children know there will soon be an Easter Egg hunt and they enjoy colouring in a picture of an egg in preparation. They do this carefully, chatting to each other as they do so. One child helps a friend, having already completed one of their own. They share crayons and talk about the sorts of Easter eggs they hope to receive as they do so. Such activities help hand dexterity well and develop children's social skills. Staff remind children to write their names on the back, so encouraging them to practise their early writing in a meaningful way. Children enjoy taking on small responsibilities, such as returning

crockery to the hatch and helping to tidy up. As a result, they develop a secure sense of belonging. All children are purposefully engaged throughout the session.

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	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

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	1
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

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