

Woodham Burn Infants Out of School Club

Inspection report for early years provision

Unique reference number	EY367354
Inspection date	09/06/2011
Inspector	Kathleen Snowdon

Setting address	Woodham Burn County Junior School, Humphrey Close, NEWTON AYCLIFFE, County Durham, DL5 4EX
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Telephone number	01325 300 080
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Email	
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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

Woodham Burn Infants Out of School Club Limited was registered in 2008. It operates from a former classroom in Woodham Burn Infants School in Newton Aycliffe, County Durham. There is a fully enclosed outdoor play area. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from three and over may attend at any one time. Currently, there are 107 children on roll. Of these, 56 are under eight years old and of these, 24 are in the early years age range. The children who attend go to the host school and six other schools in the local and surrounding communities. The group is open Monday to Friday, 7.45am to 9am and 3.15pm to 6pm during term time. During school holidays it is open Monday to Friday from 7.45am to 6pm. The group supports children with special educational needs and/or disabilities. There are four members of staff working directly with the children, all of whom hold a qualification at level 4 in early years; two have completed a degree in early childhood studies and are awaiting the result. There are three additional support staff who hold qualifications at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are exceptionally well met through the excellent understanding staff have of them. In this highly inclusive environment, children's welfare flourishes and they make outstanding progress in their learning and development. The environment both indoors and outdoors is exceptional and meets many of the children's needs and interests. Recommendations made at the last inspection have been fully addressed and self-evaluation and partnership working are excellent. As a result, the capacity for continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create areas in which children can sit and chat with friends, with particular regard to the outdoor area.

The effectiveness of leadership and management of the early years provision

Top priority is given to safeguarding issues. All staff have been vetted to establish their suitability to work with children and they undertake training to keep their knowledge of child protection issues up to date. They are exceptionally vigilant about keeping the children safe. This is exemplified by the fact that the children must wear high visibility jackets at all times when playing in the vast, but exciting

outdoor area. Excellent risk assessment and highly supportive relationships help children to feel safe and secure. Documentation is impeccable. Policies are reviewed regularly to ensure that they remain relevant and very good regard is given to protecting confidentiality. All essential records are in place, which contributes to the safe and efficient management of the group. Resources are excellent. Staff are very effectively deployed so that they are on hand to maximise opportunities to extend children's learning. As well as this, easily accessible and top quality toys and equipment enable the children to initiate games and play of their own accord.

Partnership working is excellent. The group works very closely with the host school and other schools in the locality. They share information about the children's progress and work together to provide the best possible care and education. Other agencies, such as social services and the health authority work exceptionally well with the group to support children with special educational needs and/or disabilities. This inclusive approach creates excellent opportunities for them to reach their full potential. Engagement with parents and carers is similarly impressive. Parents and carers are kept very well informed about what their children achieve during their time at the group through daily discussions with staff, newsletters and regular e-mails. They have extremely positive views. They say that 'the quality of care is second to none' 'staff are fantastic' and 'the range of activities is amazing'. Self-evaluation is impressive. The manager has an extremely clear vision of the direction she wishes the group to progress. Along with other staff, she continually reflects on her practice and engages the entire staff group, parents, children, the host school and other professionals in assessing the service. Staff are committed to professional development and they strive to be the best they can be. One parent observed that the group 'seems to get better all the time'.

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

Excellent partnership working and engagement with parents and carers gives staff an exceptional insight into the needs and abilities of the children who attend. This enables staff to make highly perceptive observations and assessments of the children. The indoor environment is beautifully presented. Vibrant wall displays of the children's art work give the children a sense of pride in their achievements. This dynamic environment means that children are totally engrossed in their chosen activity. An excellent selection of toys and equipment gives the children a great choice of things to play, which creates very good opportunities for spontaneous learning. For example, without adult interference, they adapt the rules of table top games to accommodate the number of children wishing to take part and so learn to solve problems.

Exciting and creative outdoor projects, such as making butterfly habitats and building willow dens, teaches children about conservation and increases their knowledge and understanding of the world. The excellent outdoor environment gives children huge scope to be active and creative learners. Children enthusiastically use sturdy outdoor apparatus and run and move around energetically, which boosts their fitness level. However, there are few designated

areas for children who wish to sit and chat. Children clearly understand the importance of washing their hands and do so without prompting after playing outdoors and before they eat. This reduces the risk of illness as do clear health and safety policies, which promote children's physical development and healthy lifestyles.

Fascinating and fun filled experiments, such as freezing bananas in liquid nitrogen, introduce the children to the wonders of science. They have lively discussions with their peers and with adults about important issues, such as the rainforests, and in doing so demonstrate their excellent communication skills. The children's behaviour is excellent. Sensitive and consistent guidance from staff means that the children understand boundaries. They are well mannered, considerate, friendly and very good humoured. They learn about other cultures and traditions when they celebrate world festivals and they understand the challenges that face those with special educational needs and/or disabilities. Children evidently relish their time at the group. They say it is 'great' and refer to it as 'our club'. These outstanding early opportunities give children an excellent start in developing skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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