

Woodpeckers ASC

Inspection report for early years provision

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Inspector

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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

Woodpeckers After School Club is under new ownership and registered in 2010. It originally opened in 2004 and operates from rooms within Ernehale Infant and Junior School in Arnold, Nottinghamshire. There are no issues which may hinder access to the premises. The club serves children who attend the host school only. Children have access to a outdoor play area. A maximum of 56 children aged under eight years may attend the setting at any one time. The club 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 7.45am to 8.50am and from 3.25pm to 5.45pm, term-time only. There are currently 87 children on roll. Of these, 43 are under eight years and of these, five 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 four members of staff, including the manager, who work directly with the children. Of these, two hold an appropriate level 3 qualification in early years and/or playwork and two hold Level 2 qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Arrangements for safeguarding children are inadequate. Risk assessments are not effective in identifying potential hazards, as a result, suitable action is not taken to manage or eliminate risks to children. Consequently, at times children's safety is significantly compromised. Partnerships with parents and the school in which the setting is based are developing well and supporting cohesion and continuity of children's learning and care. Children take part in a suitable range of activities, taking into account the relatively short amount of time they spend in the group. Self-evaluation is undertaken but it fails to identify significant breaches in legal welfare requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- | | |
|---|------------|
| • review the risk assessment regularly and ensure that it includes all aspects which need to be checked, in particular the security of the outdoor play area (Suitable premises, environment and equipment) | 12/07/2011 |
| • ensure that the premises, both indoors and outdoors | 12/07/2011 |

are safe and secure with particular regard to preventing intruders entering and the outdoors play area (Safeguarding and promoting children's welfare)

- ensure that the premises, both indoors and outdoors are safe and secure with particular regard to ensuring that children cannot leave the outdoor play area unsupervised (Safeguarding and promoting children's welfare).

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To improve the early years provision the registered person should:

- improve self-evaluation systems to ensure all legal welfare requirements are met in order to safeguard children's safety and welfare
- provide further opportunities for children to develop their interest in books and information technology.

The effectiveness of leadership and management of the early years provision

Sufficient emphasis is not placed on keeping children safe and secure when they are playing outdoors. Not all boundary gates are locked to ensure intruders are prevented from entering the areas where children are playing. Adults collecting children from other after school activities are able to walk through the area where the children are playing. Children's safety and welfare is further compromised because sufficient steps are not taken to ensure children are not able to leave the school outdoor area unsupervised. Staff take some steps to minimise the risk, for example, they sit near to one of the exits and tell children they should not leave the area to go up to the large playing field and other exits. Whilst there is a procedure in place in the event of a child going missing, there is no procedure in place in order to protect children in the event of intruders entering the area. Whilst risk assessments are conducted they are not effective in identifying and minimising these significant risks to children's safety and welfare. However, all staff work effectively together to provide a warm and welcoming service for children and parents. Suitable vetting systems are in place to ensure all staff working with children are suitable to do so.

The club is striving to provide a service that is inclusive for all children and their families. An 'all about me' pack gives children and parents the opportunity to identify their individual needs, likes and dislikes when they join the group. A parent's pack provides parents with information about the setting. Children's thoughts and ideas about the club are sought through the use of questionnaires, a suggestion box, an idea book and children's meetings. Staff are beginning to respond to these suggestions, for example, a request to have more cooking activities resulted in children making jelly and pizzas. A key person system and ongoing observations of children's achievements provide suitable individual support. The developing links with early years foundation stage teachers within the school are helping the club to identify ways in which they can compliment the education children receive within school. No children with special educational needs and/or disabilities currently attend the club but the staff understand how to

support such children's particular needs. Resources are adequate to support children's care and learning. A suitable range of activities are set out by staff which provides children with some choice and independence. There are some resources which reflect our diverse world which helps children to explore similarities and differences in themselves and others.

The capacity of the setting to maintain continuous improvement is inadequate because self-evaluation fails to identify breaches in legal requirements that have a significant impact on children's safety and welfare. However, it is clear the setting is committed to making any necessary improvements.

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

Although children are learning to feel safe in the setting through planned activities and everyday experiences, some legal welfare requirements in place to ensure children's welfare and safety are not met. Therefore, children's safety is compromised and their overall needs are not met.

Children make satisfactory progress in their learning and development during their time at the club because staff plan and provide an appropriate balance of free play and planned activities that meet children's needs out of school hours. They observe children and are therefore developing an awareness of children's learning priorities. However, they are not making good use of what children are saying about what interests them and what they want to play with in order to provide good support for children's learning as they play.

Children settle appropriately and develop positive relationships with the staff and each other. They are beginning to take some responsibility, such as devising behaviour rules and helping to clear away after snack. They learn to share and take turns as they play card and board games including chess, which also support problem solving skills. They develop their communication skills as they engage in conversations and take part in activities that require them to write their thoughts and ideas. These types of activities support children's skills for the future. However, children have limited opportunities to develop their interest in books and information technology.

Children benefit greatly from the opportunity to be physically active outdoors. They are able to run around the large expanse in the school's outdoor area and play ball games. They spend time playing imaginatively and take interest in the natural world around them, particularly the large crawling creatures that they come across. Children eat healthy snacks and take part in preparing food. Drinking water is always available; although children are not always encouraged to recognise the importance of taking regular drinks, particularly in hot weather. Visits from local police and fire services provide further opportunities for children to think about and discuss their own and others' 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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:

- the registered person must ensure that a child is unable to leave the premises unsupervised except in the case of older children, where the registered person has agreed with the parent of the child that they may leave the provision unaccompanied (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 12/07/2011
- the registered person must ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 12/07/2011

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 compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 12/07/2011