

Woodbank Oscars

Inspection report for early years provision

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Inspector

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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).

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

Woodbank Oscars is run by a management committee and has been registered since 2003. It operates from a detached port-a-cabin situated in the grounds of Woodbank Primary School in Brandlesholme, Bury. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight to 11 years. The setting is open Monday to Friday from 7.30am to 8.45am and from 3.30pm to 5.45pm term time only.

There are currently 55 children on roll. Of these 22 are under eight years and of these eight are within the early years age range. The setting serves the children who attend the host school. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five staff members working directly with the children. Of these, four hold a qualification at level 3 in early years and one is currently working towards Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy friendly relationships with the staff and their peers. Overall, staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning satisfactorily. The setting has built good relationships with parents, carers and other early years professionals. Whilst the setting shows satisfactory capacity to improve, processes of self-evaluation are not yet fully developed. As a result some of the records required for the safe and efficient management of the provision, in regards to the safeguarding policy and conducting a risk assessment are not fully in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly, at least once a year or more frequently when the need arises. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 06/11/2011

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

- update the safeguarding children policy so that it is in line with Local Safeguarding Children Board guidance and procedures and that all staff are

- able to implement it appropriately
- review procedures to ensure that the support children receive as they learn is personalised to meet their individual needs and to extend their talents
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff are vetted for their suitability and undergo a sound induction process. Most records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. Staff have an appropriate understanding of the signs and symptoms of abuse and of the importance of reporting any concerns to the relevant agencies promptly. However, the safeguarding children policy has not been updated so that it is in line with Local Safeguarding Children Board guidance and procedures. In addition not all staff are clear about how to implement the policy and procedure appropriately which impacts on children's safety and well-being. Staff are vigilant regarding the entry and exit of the premises to ensure children can play safely and enjoy their time at the setting. Children use a satisfactory range of toys and equipment which are safe and suitable. However, although staff visually check the areas used by children a full risk assessment which is reviewed regularly, at least once a year or more frequently where the need arises has not been conducted. This is a breach in requirement of the Early Years Foundation Stage.

Action plans and self-evaluation forms are being used appropriately to assist the setting in identifying their strengths and areas for development. As a result the manager and committee are aware of some of the areas for improvement. However, the rigour and levels of monitoring and analysis to effectively identify key weaknesses and to improve the quality of the provision for children are uneven. The recommendation made at the last inspection has been fully implemented. Staff organise the environment and resources appropriately which supports children to become independent learners and develop their confidence.

Staff work closely with parents and carers to support individual children. A regular newsletter is handed out to parents and carers to keep them informed of upcoming events. Parents and carers are regularly asked to complete questionnaires and suggestion books in order to seek their views and opinions. Staff have developed strong partnerships with other early years professionals. In addition, as most of the staff also work in the host school they benefit from an increased knowledge of the children's development. This ensures children receive a complementary curriculum and continuity of learning and care. An appropriate equality and diversity policy outlines a commitment to promoting inclusive practice. Children learn about different cultures and beliefs through activities and celebrations of festivals. All areas of the premises provide a welcoming environment for children and their families.

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

The setting offers an appropriate variety of activities and experiences, most of which are child-led. Staff plan areas of continuous provision for children, such as a construction, creative, reading and role play area to allow them to develop skills across all areas of learning. Children are able to choose where they would like to play as both indoors and outdoors is available to them. Overall, staff have an appropriate understanding of the Early Years Foundation Stage and therefore children make satisfactory progress towards the early learning goals. Key members of staff observe children as they play. However, procedures to ensure that the support children receive as they learn is personalised to meet their individual needs and to extend their talent by all staff members is not fully developed. Children enjoy taking part in themed activities such as stranger danger and people who help us. They use language appropriately to communicate, initiate conversations, describe what they are doing and organise their play. Various creative activities are offered on a regular basis and children enjoy access to a range of mark-making materials to practise their early writing skills.

Children feel safe in the setting and are confident to explore their surroundings and play in a relaxed manner. They demonstrate positive relationships with the staff and behave appropriately. Staff are able to deal with challenging behaviour satisfactorily. Fresh fruit and water is available throughout the session for the children to access. Children confidently wash their hands before snacks with encouragement from staff. They enjoy regular opportunities to take part in physical activities outdoors which develops their coordination and balance skills. They are offered a variety of resources such as roller skates, adventure equipment, cricket sets and wobble boards. Children play independently and with others and older and younger children happily play alongside each other. Staff encourage the children to be independent in choices they make during activities. Children confidently put their own snack pots in the sink, choose when they would like fresh fruit and hang up their own coats and bags. As a result, they are developing satisfactory skills for the future. Children are keen to help others. For example, a child happily holds the door open for all other children as they travel from the school to the setting. Helpful behaviour is rewarded by children choosing names out of the box for the raffle promoting respectful attitudes towards others. Children's mathematical development is promoted through counting candles as they are lit for a child's birthday. They solve problems as they build, construct and play games.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

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

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 06/11/2011

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 early years section of the report (Suitability and safety of premises and equipment) 06/11/2011