

Woodies

Inspection report for early years provision

Unique reference number	EY311102
Inspection date	01/02/2012
Inspector	Susan Rogers

Setting address	Woodthorpe Primary School, Greenwood Close, Birmingham, West Midlands, B14 6ET
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Type of setting	Childcare - Non-Domestic
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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

Woodies opened in 2005 and is run by a private provider. It operates from two rooms in Woodthorpe Primary School in Kings Heath, Birmingham. All children have access to a secure, enclosed, outdoor play area. The children who attend also attend the host school.

A maximum of 24 children may attend at any one time. There are currently 94 children aged from four to 11 years on roll. Of these, 12 are aged within the early years age group. Children attend for a variety of sessions. The setting is open from 7.30am until 8.55am and from 3.15pm until 5.45pm on Mondays to Thursdays and from 3.15pm until 5.30pm on Fridays, during term time. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are four members of staff, including the manager, who work with the children. Of these two hold National Vocational Qualifications (NVQs) at level 3, one member of staff holds a NVQ at level 2 and one member of staff is working towards a NVQ at level 3. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in this busy and popular out of school setting. Partnerships with parents and links with additional agencies and the school are appropriate and promote continuity for individual children. Most of the policies and procedures are effective in protecting children's welfare, although some required documentation is not in place. The delegation of staff is generally effective, although there is currently no designated deputy manager within the staff group. The system that measures the effectiveness of the setting and drives forward improvements is developing through consultation with children, their parents and additional agencies. This demonstrates that the setting has a satisfactory capacity for further improvement and development.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child in advance of the child attending the setting (Safeguarding) 01/03/2012
- make sure there is a named deputy who is able to take charge in the absence of the manager. (Suitable people) 01/03/2012

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

- review the risk assessment so that covers anything with which a child may come into contact, with regards to the kettle in the main playroom
- improve the system of self-evaluation to improve the quality of provision on offer
- allow children to pour their own drinks to support the development of their independence skills.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are satisfactory as there are appropriate policies and procedures in place that are shared with staff and parents. Staff understand how they need to respond if there are concerns in respect of a child's care. Staff suitability is managed through appropriate vetting procedures. Access to training opportunities and support for staff who are involved in professional development further promotes their ongoing suitability. Staff are delegated appropriately, with sufficient staff available to support children. There is a key worker system in place, promoting children's confidence. However, there is no designated deputy who is able to take charge in the absence of the manager, which is a requirement of the Statutory Framework for the Early Years Foundation Stage.

Staff supervise children's activities, which maintains their safety. Explanations encourage children to understand their own capabilities and how to play safely. The risk assessments are documented and consider most of the potential risks. However, the risk assessment does not currently include the electric kettle in the main playroom, which potentially compromises children's safety. The premises are suitable with sufficient space and resources accessible to all of the children. Outdoor play is made available at each session, with children being able to use the school playground and facilities. The policies, documentation and procedures are mostly effective. The attendance register records children's full names and times of arrival and departure and children's registration records are updated regularly. However, information about who has legal contact with each child; and who has parental responsibility is not recorded, which is a requirement.

Partnerships with parents are appropriate, with staff sharing details of their child's day with parents when they collect their child. A newsletter and details of the child's school day is also shared to further inform parents and maintain children's continuity of care. Links with outside agencies and the school adequately promote children's individual care. Children with special educational needs and/or disabilities have appropriate support and there are suitable arrangements in place to support children who speak English as an additional language. Children learn about the needs of others through explanations and by celebrating various cultural festivals. The setting measures its effectiveness through questionnaires and discussions with children. Staff are currently working cooperatively with outside agencies to improve the quality of the provision. This system of self-evaluation and quality

improvement, however, has not currently been implemented and as such is not fully effective in driving forward further developments.

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

Children enjoy their activities at this popular setting. They have established firm friendships with other children and there are sound and trusting relationships between staff and children. Children are encouraged to take responsibility for each other, particularly when new children commence attending the setting. An established 'buddy system' is in place where older children team up with younger children by including them in their play activities. This increases their sense of responsibility and feelings of consideration towards each other. Photographic records of children's activities are used to document their progress and this system is progressing. Staff liaise with the school when children are collected, thereby promoting their continuity of care. Staff who work in the school also care for the children who attend the setting, and this promotes children's sense of continuity and their feelings of safety.

Activities are selected by children as they enter the setting. Outdoor play is included during most sessions, which supports children's abilities to work together as a team. A healthy teatime snack of fresh vegetables, fruit and muffins are served and the breakfast menu includes toast and cereals. Children have sufficient to drink during the sessions. The choice of menu is influenced by children's preferences. They discuss with staff what they would like included in their snacks. These discussions help children appreciate the nutritional content of foods and which foods are healthy to eat. However, there are limited opportunities for the younger children to access and pour their own drinks to further develop their independence skills.

Computer activities are very popular with all of the children as they play games, share skills and their technical knowledge with each other. These activities promote a range of numeracy and literacy skills. Younger children access a range of construction material that includes interlocking bricks and a marble run. Their social skills are promoted as they sit down together to eat their snacks and discuss play ideas with each other. Children learn about suitable hygiene routines as they wash their hands before their snacks and meals. Their individual needs are addressed as staff have an appropriate knowledge of each child's abilities and make provision to accommodate these needs during aspects of their care and learning. This enables children to enjoy their learning and promotes their overall development.

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	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	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. 01/03/2012

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. 01/03/2012