

# Woodbury After School Club

Inspection report for early years provision

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**Unique reference number**

EY224690

**Inspection date**

22/02/2012

**Inspector**

Sandra Croker

**Setting address**

Woodbury C of E Primary School, Woodbury, EXETER, EX5  
1NB

**Telephone number**

01395 233745

**Email**

admin@woodbury-cc-primary.devon.sch.uk

**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

Woodbury After School Club operates from a room in Woodbury Primary School. It serves children who attend the school. There is a secure, enclosed outside play area.

Woodbury After School Club opens each weekday during school term times. From Monday to Thursday, the club operates from 3.15pm to 5.45pm and on Friday it operates from 3.15pm to 5.30pm. A breakfast club operates each weekday from 7.30 am to 9am.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the club at any one time. Currently there are 37 children on roll, of which four are in the early years age range.

The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four staff employed to work with the children; of these, one has an early years qualification at level 2, one has an early years qualification at level 3 and two have early years qualifications at level 4 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the club. Children learn and play together well in an inclusive environment with good safeguarding procedures. Strong partnerships with parents, schools and other agencies ensure that all children are fully provided for and get additional support if needed. Children make good progress with their learning and development because activities and experiences are continually evaluated. Staff regularly review provision at the club; however, the self-evaluation process is still developing. Staff, parents and children identify areas for development and the club demonstrates a good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- enhance systems to ensure self-evaluation continues to be used effectively to drive and secure on-going improvement
- enhance the links between the club, school and parents to share observations, assessment and planning to ensure children have opportunities to develop their basic skills in a play situation.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is well supported with strong policies and procedures to follow for safeguarding children. These include robust recruitment measures where qualifications and suitability checks are carried out on staff. Risk assessments are completed for all areas within the club and staff check daily for hazards accessible to children. Regular practice of evacuation procedures ensures that children are knowledgeable about what to do in an emergency.

Staff provide a good range of positive images and resources that help children to gain a progressive approach to differences. They put significant effort into providing a comfortable and interesting environment which is equipped with a wide range of easily accessible resources. Children enthusiastically help themselves to the play materials they need. Deployment of resources is effective as staff make good use of time and space. They ensure children are appropriately supported at all times and engaged in a good balance of activities. There are strong partnerships with the school; facilities and information are shared effectively to promote children's welfare. However, there are limited opportunities to share observations and planning with school and parents to develop children's learning in their play.

Staff demonstrate a strong commitment to making continuous improvement to the club. They have begun to develop systems for self-evaluation to assess the club's strengths and areas for improvement. For example, children's ideas are surveyed and displayed within leaves on a branching tree on the club room wall. Parents report that their opinions are canvassed so that children's individual needs and interests are routinely met. However, the self-evaluation process is not fully embedded through meticulous monitoring and review.

The club has established strong partnerships with parents who are warmly welcomed as they arrive to collect their children. Parents comment that families feel valued and appreciate the abundant care shown by staff towards all the children.

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

Children at the club relax after school in a thoughtfully resourced, safe indoor and outside environment committed to including all children. Children report consistently that they enjoy plenty of interesting resources and playing with their friends and the staff. The club thoughtfully provides activities which are developmentally appropriate. There is a good balance of adult-led and child-initiated activities that promote active learning. Children of different ages play well together; the older children are seen supporting the younger ones and their behaviour is very good. Children effectively share development of expected codes of behaviour. They display consistently good manners to each other and staff during the session. They all help to tidy away resources when they finish playing with them and before they start to play with something else. Children have a

strong respect for their environment and how to care for their resources. Children's independence and self-care skills are well-developed as they pour their own drink from a jug in the room.

Staff interact well; listening to what the children have to say and join in with conversations about school, family life and other out of school activities. Staff respond well to spontaneous suggestions and planning is flexible enough to develop the interest of the children. For example, when older children ask to have challenges set in activities, staff provide this by holding a competition. They challenge older children to construct a model with a practical purpose and younger children to construct a model of something familiar to them. Children excitedly build things like marble runs and models of aeroplanes. As a group, staff help children critically consider problems encountered and children explain about decisions made to resolve these. Younger children enthusiastically explore what they know and understand through their representations.

Staff have introduced a 'learning folder' for all children. It contains both written and photographic information of a child's achievements and a record of children's own work. Staff use this information to identify how children's learning will be helped whilst attending the club. Activities are well planned based upon these well-considered observations. All children have staff dedicated to giving them the reassurance to feel safe and cared for. Children from the same family have the same member of staff who helps build strong parental partnerships in the club. Children are happy, settled and well-engaged in their freely chosen self-selected play. For example, older children thoughtfully help younger children count marbles collected whilst playing a game. Staff effectively engage with children using a dice, developing their calculating skills as they move their counter around a board game. Children use scissors safely and confidently, creating models out of paper and sticky tape. They independently access resources to enhance this process. Children have ample opportunity to play a range of games on the computer to progress skills in literacy and number. Children at the club are well equipped with the skills they need in order to secure future learning.

Staff interestingly introduce vocabulary that enables children to talk about their experiences in greater depth and detail. Older children eagerly tell the younger children about interesting facts and information learnt at school about Lent and Ash Wednesday. Staff effectively help younger children to make links and connections as they describe the pancakes they helped make at home. Staff make the most of diversity through thoughtful discussions about religious festivals and successfully help children understand their society. Children learn about the wider world through a good choice of activities throughout the year. For example, they eat Chinese food and make lanterns to celebrate Chinese New Year.

Children engage in a well-considered range of physical activities, such as team games and ball games. They have access to an adventure playground nearby where they develop their physical skills and take risks. Children are well aware that physical activity is important in maintaining good health and eagerly participate in daily adult-led exercise outside in the school playground. Staff effectively plan activities based around healthy eating and children's work is displayed on the wall in the club room. During breakfast club, children adopt good personal hygiene routines and develop a good understanding of healthy eating.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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