

# Woodlands After School Club

Inspection report for early years provision

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**Unique reference number**

EY348178

**Inspection date**

10/05/2012

**Inspector**

Janet Keeling

**Setting address**

Highcliffe Cp School, Greengate Lane, LEICESTER, LE4 3DL

**Telephone number**

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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**

Woodlands After School Club was registered in 2007 and is privately run. It operates from facilities at Highcliffe Primary School in Birstall, Leicester. Children have access to the school playground and playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 24 children from four years to under eight years may attend the club at any one time. The club also provides care for children aged from eight to 11 years. There are currently 39 children on roll, of whom, five are within the early years age group. The club opens Monday to Friday from 3pm to 6pm during school term time. Children attend for a variety of sessions.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff who work directly with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers, and as a result, they are clearly happy and enjoy their time at the club. Staff are caring, enthusiastic and work well together as a team. They strive to offer a welcoming and inclusive service where all children are valued and respected as individuals. Overall, children access a good range of resources and enjoyable activities which take account of their individual interests. Meaningful partnerships with parents and the host school have been established, ensuring continuity of care for all children. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety and well-being. The manager and staff demonstrate a positive attitude and a good commitment towards the sustained and continuous improvement of the club.

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

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

- improve monitoring procedures such as appraisals systems in order to enhance staff training and development
- improve opportunities for children to self select resources in order to maximise their choice and independence.

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

Priority is given to safeguarding children. Staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable adults. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practice. Risk assessments and daily visual checks are completed which cover all aspects of the environment, and as a result, hazards to children are minimised. Emergency evacuation procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Staff provide a good range of resources and equipment which support children's interests. However, resources are kept in large storage cupboards outside of the main club room and are not readily accessible to the children. Consequently, this limits children's choice and independence. Staff are effectively deployed to support the children's learning and well-being.

Staff are enthusiastic and work well together as a team. They provide an inclusive service where every child is fully included in the life of the club. Staff warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. Staff have a good understanding of their roles and responsibilities and are committed to improving outcomes for children. They demonstrate a positive attitude towards the continuous improvement of the club. For example, through their self-evaluation systems they monitor and evaluate their strengths and areas for improvement. This includes feedback from their development worker, parents and children. The recommendation made at the previous inspection has been fully met. Staff demonstrate a good commitment towards further developing their knowledge and skills. However, while staff appraisal systems are in place, they are not implemented consistently in order to fully support the continued professional development of all staff.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents, carers and the staff team. Staff keep parents and carers fully informed about their child's day, ensuring that any information received from school is passed on to them the same day. The club's registration and public liability insurance certificates are displayed in the hallway, while their policies and procedures are made accessible at each session. Parents speak highly of the club and commented that their children are happy, safe and enjoy a wide range of activities. During the inspection parents spoke highly of the club. Comments included, 'our children are happy and kept safe', 'we find the club welcoming' and 'staff are friendly and approachable'. In addition, parents said that staff were supportive and flexible if they had to change their child's days at the club. Staff have developed very positive links with other early years professionals at the host school, which ensures continuity of care for all children.

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

There is a lively atmosphere and a constant buzz of excitement within the club. Children are happy, settled and benefit from the staff's caring and friendly manner. Staff clearly enjoy their work and spend quality time interacting and supporting children as they play. All children are valued and respected as individuals and are fully engaged in activities. On admission to the club all required documentation is completed which records children's individual needs ensuring that they are cared for according to their parents' wishes. Staff know the children very well as they observe and assess them as they play. Staff have introduced individual learning books for all children in the early years age group which contain both photographic and written information about a child's achievements. Information gained through observation is used by staff to support children's learning and interests. Comments from the children during the inspection included, 'we are happy and enjoy playing with our friends'.

Children enjoy a range of interesting and fun activities. They are familiar with the daily routines and look forward to meeting up with their friends where they can relax and play together. Children are encouraged to make decisions about their own play and learning. For example, after registration staff ask children which activities they would like out during the session. They are very aware of what equipment is available and confidently ask staff for help and support in setting up activities. For example, there is great excitement and laughter as children engage in a quiz game. There is friendly competitiveness amongst the children who have lots of fun as they seek clues from staff regarding the correct answer. One group of children chat happily together as they design and build with bricks, while another group plays a game of chess. Children of all ages cooperate well together as they take turns and have fun. At the writing table, children draw, colour, practise their writing skills and explore numbers. Another group of children enthusiastically prepare tickets for their 'Britain's Got Talent' show, while others design a poster. There is huge excitement as the show begins. Children invite staff to join in with their play as they ask them to be the judges. Children also access a range of art and craft activities, construction toys, board games and role play equipment. They have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being in the fresh air where they enjoy the challenges of the trim trail equipment and play together with bats, balls and hoola hoops. They also enjoy team games such as football and 'Duck, Duck, Goose', and engage in a range of activities while using the parachute. Children play very well independently and with their peers and have developed good friendships within the club.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency evacuation drills. Children's behaviour in the group is very good. They are polite, have good manners and respond positively to the boundaries set. They develop confidence and self-esteem because staff give

regular praise, encouragement and support. They show respect for each other as they play in harmony together. Children develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they recognise and celebrate festivals throughout the year. They have recently completed a topic on Japan. Children develop good hygiene habits as they independently wash their hands before snacks. Their understanding of healthy eating is promoted well within the club as they engage in activities that promote healthy lifestyles and as they talk about the importance of 'five a day'. They also access a range of healthy foods at snack time. For example, they enjoy crackers and wraps with ham and cheese and slices of melon and oranges. Drinking water is also readily available to the children throughout the session, ensuring they remain hydrated.

## 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

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