

Woodpeckers ASC

Inspection report for early years provision

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Inspector

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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

Woodpeckers ASC was registered in 2010. It 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 an 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 88 children on roll. Of these, 20 are within the early years age range. Children attend various sessions throughout the week. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are nine members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate qualification at level 3, in early years and/or playwork and one holds a qualification at level 2. 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 confident, settled and enjoy their time at the setting. The organisation of routines and resources of the setting works mostly well to ensure all children's individual needs are met. Appropriate partnerships are in place with parents. Partnerships with other professionals are generally relevant in supporting children's satisfactory learning and progress. Records, policies and procedures underpin the running of the setting successfully. The setting identifies its strengths and areas for improvement well to ensure the outcomes for children continue to improve.

What steps need to be taken to improve provision further?

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

- review the system used to share relevant information with other professionals to identify effective planning for children's continuing learning and development
- review the system used during transitional times, such as outdoor play and the organisation of toys and resources to support and extend children's development and learning.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. Staff have a secure understanding of their role and responsibility to keep children safe. A clearly written safeguarding policy is in place which is also shared with parents from the onset. Furthermore, effective safety strategies are implemented, such as, all doors and gates are locked preventing children from leaving the premises. Staff supervise children well both indoors and outside. Effective monitoring of access to the premises and the outdoor play area is maintained rigorously by staff. Written risk assessments undertaken annually, supported by daily visual checks by staff, ensure children are safe. Records, policies and procedures for the safe and efficient management of the setting are successfully in place. These are adhered to by staff in a consistent and appropriate manner. This suitably underpins the running of the setting.

Some staff have remained with the setting offering children and families continuity of care. Staff are generally well organised. They deploy themselves appropriately indoors and outside supporting children's individual needs. However, this does not work as well during transitional times of the session. For example, separation of age groups at the start of the afternoon session and outdoor play. Children are less focused on activities and wait around for longer periods of time. Consequently, children's learning and development is not always maintained successfully. Toys and resources are suitably accessible enabling children to make their own choices in their play. Toys are stored in low-level cupboards, presented on tops of table and are also free-standing. Children are offered a suitable range of toys and activities that enhance their all-round development. The outdoor play area entices children to explore and investigate well. Positive attitudes from staff help children learn to embrace other's similarities and differences. Activities at Chinese New Year, such as, food tasting help children learn about other religious and cultural festivals. There are suitable systems in place to support children with special educational needs and/or disabilities and English as an additional language should this be required.

Positive partnerships are in place with parents. Parents spoken to value the friendly service that is offered. Information is exchanged using various methods. For example, a 'parent pack' is presented to all parents when they first start. This highlights the service that is offered and how their child will be cared for. Furthermore, parents are requested to complete questionnaires to help with suggestions for improvements to the setting. Other professionals involved with the child are consulted regarding the general welfare of the child. Additionally, a 'communication sheet' which links the school, parents and setting is sometimes used to inform future planning. However, this is not used effectively and regularly enough to ensure identified targets for individual children's learning and development is consolidated. The setting has worked hard to make improvements since the last inspection addressing all recommendations and actions. As a result, children are cared for in a safe and secure environment. Also, their interest in books and information technology has been increased because of more accessible resources. The setting makes suitable use of self-evaluation and steadily makes

improvements for the outcomes for children.

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

Staff create an environment where children self-select toys and activities of their choice, thus promoting independence skills. Key persons associated with the early years children, track children's progress through observations. These are recorded in children's individual files which link closely enough to the early learning goals. Useful information is also sought from parents and other professionals involved with the child. This enables staff to plan relevant activities for individual children. Staff have a secure understanding of how children develop at differing paces and stages. Activities provided help children develop in all areas of learning. The outcome being, children make satisfactory progress in their learning and development whilst having fun.

Children generally settle quickly as they arrive at the setting. They are happy, confident and enjoy their time. Books are initially the favourite activity but this changes as more children then go on to choose drawing, construction and card playing. The children enjoy the company of adults as they settle in to a game of cards around the table, using their counting and social skills well. Clear rules for the game are discussed to which all children playing adhere to. The friendships that have been made at school are consolidated further. Children play in small groups as well as independently. Lovely imaginative play with cars, aeroplanes and dinosaurs also enhance children's social and cooperative skills and as well as their language skills. They discuss and describe shapes, size and colour and express emotions as they chase one another around the room making the sounds of the objects they hold in their hands. Children's self-esteem is good. Their behaviour is generally good with occasional gentle reminders by staff of the expectations and ground rules of the setting. Children respond well and behaviour improves. Children excitedly explore the outdoor play area. They thoroughly enjoy their time in the fresh air whilst exercising. The 'willow den' is a particular favourite along with the cooperative game of football. Children are happily focused outside. They enhance their physical development and balancing skills as they jump and balance on and over the tyres, smiling broadly when they don't fall off. Lots of language is used as children make up games, such as pretending to eat ice creams, describing the flavours and colours. Other children push dolls around in pushchairs talking about going shopping.

Children's health and safety is promoted well. They have a good understanding of the importance of stopping germs from spreading. Effective practice is adhered to, such as regular hand washing before eating their healthy snack of bread, cheese and fruit. Children recognise when they are thirsty and self-select their own water bottles. Children feel safe to explore because the staff have created a secure environment and involve children in taking calculated risks. Children use scissors for cutting paper and build with large construction objects, such as tyres. Children access various toys and resources to help them learn about diversity and feel included. Books, dressing up and small-world characters all enhance children's

awareness. The skills children need for their future are implemented into daily tasks and activities. Mark making, number games and using programmable toys, such as computers and microphones support children. Routines at snack time, such as buttering their own bread and choice of cheese contribute further to self-help skills for the future.

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	2
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	2
The extent to which children adopt healthy lifestyles	2
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:	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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