

# Woodpeckers

Mapperley Plains Primary School, Central Avenue, Mapperley, NOTTINGHAM, NG3 5LD

## Inspection date

Previous inspection date

18/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Practitioners have a good understanding of the Statutory Framework for the Early Years Foundation Stage.
- Children have developed warm relationships with practitioners. As a result, they display high levels of confidence and are happy and settled.
- Children are involved in a wide range of activities that engage their interest.
- There are good opportunities for children to be outdoors with the freedom to explore and be physically active.
- Practitioners have effective relationships with parents and with the school. Consequently, they provide good continuity of care for the children.

### It is not yet outstanding because

- The setting's systems for observing and assessing children's learning are in the early stages of development following the introduction of the revised Statutory Framework for the Early Years Foundation Stage
- Although the setting evaluates the service it provides for children it does not use the information gained to target specific areas for further improvement.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, manager and other practitioners at appropriate times throughout the inspection.

## Inspector

Joanne Gray

## Full Report

### Information about the setting

Woodpeckers Afterschool club was originally registered in 2006 and re-registered in 2012 due to a change to limited company status. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the art room and library of Mapperley Plains Primary School on the outskirts of Nottingham and there is a fully enclosed area available for outdoor play. The setting serves the local area

and is accessible to all children

The nursery employs six members of child care staff. Of these, four hold appropriate early years and play work qualifications at level 3. The setting opens Monday to Friday term time only from 3.30pm to 5.45pm. There are currently 74 children attending of whom 10 are within the early years age range. The setting is a member of the 4Children Network.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- continue to implement observation and assessment arrangements to ensure all children are progressing in their learning
- develop further the systems for self-evaluation to inform the setting's priorities and set challenging targets for further improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a good understanding of the Early Years Foundation Stage and provide a range of activities to extend children's learning. They are beginning to carry out observations of children to inform their planning and plan children's next steps. However, the new assessment process is not yet fully embedded into practice, in order to demonstrate fully how well children continue to progress in their learning.

Effective communication between practitioners, parents and teachers at the school enables the setting to plan for and meet the needs of the children attending. Practitioners provide a wide range of resources to cover all seven areas of learning. As a result, children are engaged in purposeful activities and can relax after their busy day at school. Children are developing their skills and confidence because practitioners know when to intervene and when to let children try for themselves. These skills are further developed because the older children often show younger children how to carry out activities. For example, older children show younger ones how to squeeze the paint and fold over the paper to make butterfly patterns. Children are forming good relationships with their peers and regard them as their 'friends'.

Children really enjoy playing outdoors after a long day at school; they take part in a wide range of physical activities. For example, they play football and learn how to make the

hula hoop go around their middle. Children learn about the effectiveness of exercise on their bodies as they ask to take their coats off when they get hot running around. Children are competent with their self-care, they know where the toilets are and remember to wash their hands as they hurry back to play.

Practitioners encourage children to count as they play and during routines. For example, they count the number of times the hula hoop goes round and the number of times they hit the ball. Mathematical skills are further enhanced during a creative activity when children fold their paper in two and look at the symmetry. Practitioners discuss the shape with them and ask why it is the same both sides; older children explain to the younger children what has happened.

Children talk about recent events and develop their understanding of the world. Children recall their recent holiday and discuss jelly fish in the sea. They learn about similarities and difference as they draw self-portraits, look in a mirror and talk about their facial features. Practitioners also encourage children to celebrate a range of festivals. For example, Diwali and Easter. Children observe the weather as they play outside and talk about the wind blowing the ball the wrong way. Early reading skills are well supported because practitioners show children that print is read from left to right as they explain what a sign is telling them. Children enjoy exploring a range of materials as they make a den from a large cardboard box and play with paints on the creative table. They develop their imaginative skills well as they wear the dressing up clothes and play with the cars on the road mat.

### **The contribution of the early years provision to the well-being of children**

The key person system is well embedded in the setting. Practitioners know their children well and have formed strong attachments with them. Therefore, children are well settled and their well-being is promoted. Children are made to feel welcome and have their views taken into account because practitioners take a genuine interest in what they have been doing. For example, at snack time they ask 'What have you been doing today, have you had a good day?' Children enter into a conversation about their day and share their news.

Behaviour in the setting is consistently good because children have ownership of the setting's 'rules' and were involved in writing them. They are constantly consulted and encouraged to talk about what behaviour is acceptable. Older children and practitioners are good role models and the younger children follow their lead. Children are reminded to walk in single file and remember they need to keep to the left as they walk upstairs. They are very polite and say thank their peers for holding the door open. Practitioners encourage children to resolve their own conflicts and come to agreement about whose turn it is next. Children cooperate and share well because practitioners have put effective strategies into place. For example, children write their name on a list by the computer so they know when it is their turn to have a go.

Children are developing good independence skills because they can choose what they

want to do and if they want to play outside or inside. They are encouraged to serve their own snack, butter their own bread and clear away after they have eaten. The children learn about leading a healthy lifestyle because they are provided with a range of healthy snacks. In addition, practitioners discuss with children what they are eating and drinking and why they are good for them. For example, they talk about milk being good for bone development. Children understand the importance of healthy exercise as they run around the large outdoor area.

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

Children are well safeguarded because all practitioners have been fully trained. They know the correct procedures to follow should they have any concerns. The setting has very thorough vetting and recruitment policies which ensures all practitioners are suitable to work with children. The setting is safe and secure because practitioners have daily checks in place and there are also regular risk assessments of the provision. In addition, visitors are asked to sign a visitor's book and wear a badge. The required documentation is well organised and stored in a lockable cupboard to ensure confidentiality. Practitioners are deployed effectively to ensure children are fully supervised in all areas of the setting.

The manager is aware of the need to work with others to support children's learning should the need arise. Practitioners have strong links with the children's teachers and an effective two way flow of information ensures continuity. School staff are very complimentary about the setting. Furthermore, children express their pleasure in attending the club and are reluctant to leave when their parents collect them. Partnerships with parents are well embedded and they have daily discussions about their children. Parents feel very welcome and many stay and play with their children when they come to collect them. Parents spoken to at the time of the inspection say that they are happy with the provision and that practitioners are very professional and friendly.

Practitioners have a good understanding of the Early Years Foundation Stage and systems to monitor the educational provision ensure all children make good progress. The owner and manager demonstrate a strong commitment to providing a good quality service and obtain feedback from parents, practitioners and children. However, there is no formal improvement plan in place based on the feedback; this means they do not always target specific improvements effectively to improve outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

### Unique reference number

EY446926

<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	793998
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Woodpeckers After School Club Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07801985975

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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