

Wind In The Willows Childcare (St Peters)

St. Peters C of E Primary School, Birley Street, NEWTON-LE-WILLOWS, Merseyside, WA12 9UR

Inspection date

01/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Staff work very closely in partnership with the host school; for example, they regularly exchange information that can be used to meet the needs of the children. Activities complement the learning in the schools in which children spend most time.
- The club's caring ethos and the staff's commitment to meeting every child's needs is evident in their attitudes, everyday practice and organisation.
- Systems to assess what the club offers are set against challenging and robust criteria and engage staff, children and parents in the process. Therefore, management and staff demonstrate a consistent capacity to improve outcomes for children.
- Children are at the heart of all planning. Staff purposefully plan fun activities and make excellent use of spontaneous opportunities to promote each child's learning.

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 observed activities in the school hall and playground.
- The inspector looked at children's records and learning journeys, planning documentation and policies.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the observations.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation files and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Wind in the Willows Childcare (St Peters) registered as a limited company in 2012 having previously been registered in 2008. It operates from St. Peter's Church of England Primary School in Newton-le-Willows. Children are cared for in the main hall on the ground floor and have access to a room and toilets on the first floor. The school yard and field are

available for outdoor play.

The club opens Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm, term time only. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 69 children attending, of which 13 are in the Early Years Foundation Stage.

The provider holds an appropriate qualification at level 6 and has Early Years Professional Status. She employs five members of qualified childcare staff. Of these, one holds an appropriate qualification at level 2; three hold an appropriate early years qualification at level 3; and one holds a level 4 qualification. The club receives support from the local authority. The club has achieved an Investors in People Award at Bronze level.

What the setting needs to do to improve further

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

- enhance the real life role play resources to include a range of multicultural items.

Inspection judgements

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

The professional and dedicated manager and staff provide excellent quality childcare. On arrival, children select toys from an extensive range set out in an inviting hall. Staff add extra resources in quick response to observed needs and interests of children and in response to their requests. Children are interested and keen learners and staff effectively support their play and learning. Staff provide very good support for children's learning within school. For example, they extend children's learning on topics, such as Egyptians and on mammals.

Staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning. An established key person system ensures that each child's learning and care is tailored to their individual needs. Also, excellent partnership with the school means that beneficial information is exchanged every half term. Fully effective observation, assessment and planning systems support children in making excellent progress across all areas. Children's learning journals, shared with parents, contain annotated photographs and written observations. It is easy to see what progress children are making and implement any action where they may be falling behind.

Parents have access to plenty of useful information about the club on the notice boards, in

newsletters and in files. A positive relationship with the parents and the host school eases children's transition from pre-school to school. There is still scope to gain information from parents about children's learning at previous settings. However, staff liaise closely with teachers to achieve a smooth transition and a high level of continuity for each child. Parents become involved in children's learning as they share their talents and skills. For example, a parent brings in her parrot and talks to the children about how to care for it. On World book day, some parents brought in their favourite books to show and read excerpts. Positive links with the church support children's spiritual and moral development. For example, children learn to care for others as they join the Harvest collection.

A regular subscription to publications means that magazines in the reading area are always up-to-date. The magazines are based on children's interests, for example, pop music, football and children's television characters, which cleverly encourages them to read. This inspires a love of reading and positively supports children's literacy skills. Children enjoy painting, writing and drawing using a range of materials, including readily accessible pens, crayons and paints. Outdoors, children develop physical skills and good coordination as they throw and catch balls in scoops. Indoors, children refine their mathematical skills as they make paper aeroplanes and test which fly the furthest. They consolidate their numeracy skills as they play boxed games and card games involving number and complete jigsaw puzzles.

Children confidently explore technology as they play with the electronic keyboard and operate the compact disc player. Plenty of the available music is from around the world, which as they listen to it purposefully fosters children's cultural development. Children's awareness of diversity is actively broadened as they share family customs, listen to music or investigate different foods. During 'Jamaica week', children increase their understanding of the world as they talk about Jamaica and draw the country's flag. They develop their creativity as they listen to reggae music. Children use all their senses as they look closely at and taste exotic fruits, including dragon fruit, passion fruit and papaya. Resources that promote positive images of culture and disability are available, however, there is scope to build these into the role play, which the children enjoy so much.

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

Relationships between staff and children are relaxed, positive and supportive. Consequently, children feel safe, confident and settled at the club. Children develop an excellent understanding of healthy lifestyles. They choose to be physically active, for example, outdoors, some run around the playground, some play with a parachute, some balance on stepping blocks and some play football. Regular planned visits to the park enable children to practise climbing skills on larger equipment. Children learn how foods are grown as they plant, tend and taste seasonal vegetables, such as radish. They also thoroughly enjoy serving their own nutritious snacks, which helps develop their self-help skills. Children follow hygienic procedures as they routinely apply antibacterial hand gel before touching any food. They independently fill their tortilla wrap with a variety of different healthy fillings, such as, sliced chicken, cheese, carrot and cucumber. Children also help themselves from the fruit bowl of banana, pear and apple. They carefully pour

drinks of yoghurt, orange juice and water. Children are very aware of the importance of food helping to build strong bodies and eating together is a happy, social experience.

Indoors and outside, staff are always on-hand to monitor the safety and well-being of groups of children. Staff effectively promote children's self-esteem and confidence. Children receive praise for achievements and positive behaviour. Their behaviour is exemplary. They have a clearly developed understanding of acceptable behaviour and show care and concern for each other. For example, older children help younger children to fasten their coats before going outside. A young child keen to make a card for her buddy, who is supporting her to settle in, is considerably helped by older children. A thorough induction process ensures that all the legally required information regarding the individual needs of children is in place. Staff obtain information from parents about any allergies and special dietary requirements. They agree and regularly review with parents individual care plans, which they use well to support children.

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

The provider has a clear vision that the club should be a place where every child has the opportunity to be truly valued and supported. The provider has a strong commitment to continuous improvement and since the last inspection, has achieved Investors in People award at Bronze level. Rigorous procedures for quality assurance are securely embedded with all aspects of the provision thoroughly audited. Priorities for development are regularly discussed, parents and children are consulted and changes are implemented. Children freely voice their opinions about their club and write their own evaluations of activities. Staff actively and purposefully seek children's views on a weekly basis to inform the following week's planning. Staff are effective in their response to children's comments and act on them quickly. 'Bush tucker' trials were organised following interest expressed by children in an advert for a forthcoming television programme. Children animatedly explain how much they enjoyed placing their hands into covered bowls of slimy food to find prizes.

The management and staff team have a very clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider holds Early Years Professional Status and the manager and staff demonstrate their clear commitment to continuing professional development. Children benefit from staff's increased knowledge and skills as they attend internal and external training and networking groups. This significantly contributes to the success of the club.

Well-organised, updated documentation promotes the safe management of the club. Risk assessments are regularly reviewed and consistent security procedures keep children safe. Children enjoy coming to the club and say that they feel safe. Robust systems are in place to ensure that all staff are appropriately vetted and suitable to work with children. Staff records for induction, supervision and appraisal are well ordered. The staff team is well established, qualified, experienced and contribute significantly to the good quality practice

that is provided to children.

Established partnerships with other professionals contribute to effectiveness of the management. Positive relationships with parents are promoted through several means including, informal conversations, newsletters and questionnaires. Feedback from children reflects the high regard for the staff and how much the children enjoy their time at the club. Representatives from the club, host school and church meet on a regular basis. As a result, the club is involved in joint fund raising activities and those, such as harvest celebrations, which support community cohesion.

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	EY447146
Local authority	St. Helens
Inspection number	796493
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	48
Number of children on roll	69
Name of provider	Wind In The Willows Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	07854088314

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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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