

# Woodpeckers

Woodthorpe Infants School, Arno Vale Road, Woodthorpe, NOTTINGHAM, NG5 4JG

## Inspection date

Previous inspection date

30/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The planning of activities ensures all areas of learning are covered. Children's individual needs are promoted and they are cared for in a well-resourced environment.
- Children are forming positive relationships with peers and adults. They are generally well behaved and clearly understand how to keep themselves safe.
- Staff work well as a team, they get to know children well and have good relationships with parents and other providers, including the host school.
- The manager has a clear understanding of the requirements of the Early Years Foundation Stage.

### It is not yet good because

- Some staff do not hold a current first aid certificate to ensure effective cover during the off-site school run. This means that children's well-being is compromised in the event of an accident occurring.
- Monitoring and analysis of the provision's strengths and weaknesses is not sufficiently effective to identify priorities that inform planning for improvement.
- The system for monitoring staff practice and training is not sufficiently rigorous to address weaknesses that impact on children's care and 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 main room, the playground and spoke to children about their experiences.
- The inspector spoke with the owners, manager and other practitioners at appropriate times throughout the inspection.
- The inspector looked at children's observation progress reports, planning documentation and a range of other regulatory documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Angela Hufton

## Full Report

### Information about the setting

Woodpeckers at Woodthorpe Infant School is owned by Woodpeckers After School Limited and was originally registered in 2006 and again in 2012 as a result of the change to a limited company. Woodpeckers provides care for children attending the Woodthorpe Infants School, Arno Vale Junior School and The Good Shepherd Primary School. Children have access to the Community Room and associated facilities. Access is available to the

school grounds for outdoor play.

Woodpeckers is open Monday to Friday during school term times from 7.45am until 9am and from 3.30pm until 5.40pm. Woodpeckers is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting has 70 children on roll of whom 24 are in the early years age group.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that there is at least one member of staff who holds a current paediatric first aid certificate on the premises at all times when children are present and must accompany children on outings.

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

- take steps to review staff performance and implement systems to support their professional development, thereby enhancing children's learning and care
- take steps to implement a more rigorous self-evaluation process that involves parents, children and staff and includes a focused improvement plan to bring about changes that benefit children's care and learning.

### **Inspection judgements**

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

Staff have a suitable understanding of promoting children's development across all areas of learning. The well-resourced environment encourages child-led play and children have the opportunity to choose activities according to their preference. Staff carry out observations when children first start at the setting to note their developmental stage and to identify if additional support is needed to meet their needs. Activities are implemented appropriately to promote children's personal, social and emotional development primarily. Children talk about their favourite activities including dancing, magic tricks and parties, such as, the one being planned for Halloween.

Staff plan overall for children in line with their needs and children participate at a pace appropriate to their development. Staff remind children of planned activities, such as, making lanterns and ask for ideas. Children confidently contribute to this knowing their suggestions are valued. Children from different schools play happily together, making construction models or playing board games. A current favourite is a local version of a popular board game where children can identify landmarks of Nottingham.

Staff prepare resources, for example, by setting out paper and providing aprons to protect children's clothing. Staff talk to children constantly and ask open questions to promote interest and to stimulate their thinking. Children respond clearly to questions, such as 'What happens if we turn this knob, will the counter fall down to the bottom?' as they seek help from a staff member when the counter gets stuck in the frame of the game they are playing. Staff are skilled at supporting children to work out the solution.

Children's learning in other areas is, generally, well promoted as they access construction toys that develop small muscle skills. They assemble models and try these out with the encouragement of the enthusiastic staff. They talk about their creations and use complex language to explain exactly what they are trying to achieve. Children receive regular praise for their achievements which promotes their self-esteem and confidence. For example, when they have completed a task well, including helping to tidy up ready to go to school.

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

Children enjoy their time in the provision where they are forming positive relationships with peers, older children and adults. The staff interact warmly with children during activities, joining in with play and supporting children to use resources safely. For example, as they scoop out a pumpkin to make a Halloween lantern. Children can access resources which are within reach and their independence is suitably promoted as they help themselves to snacks and drinks. Their understanding of healthy options is developing as they eat a balanced range of fresh fruit and wraps with cheese spread. Children learn about hygiene practices as they wash hands independently before eating.

Children play happily outside. They run around in the outside space which is resourced with playground equipment and supplemented with balls. They practise balancing skills by walking on stilts and develop large muscle skills by kicking balls. They identify boundaries beyond which they are not allowed to go. Behaviour is, generally, good and children learn about safety through regular fire drills. Adult-to-child ratios are maintained and staff are deployed fairly well to support children in all activities. They attend promptly to any form of discomfort, for example, if a child falls. Staff supervise children constantly during play outside and indoors and at snack time to keep them safe. The manager is the key person for all early years children and has identified the need to review this.

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

**provision**

The manager has a suitable understanding of the Early Years Foundation Stage requirements to support the day-to-day running of the provision. She has completed a relevant safeguarding course, suitable for her role as the designated person, and staff have a secure understanding of procedures to be followed if there are concerns about children in their care. The safeguarding policy, which is shared with parents, includes a statement about the use of mobile phones and cameras in the provision. As some staff do not hold a current first aid qualification effective cover is not always available, such as, when taking or collecting from the school across the main road. This means that children's well-being is compromised in the event of an accident occurring.

The manager has a suitable overview of the learning and development requirements and oversees the planning of activities. Children's progress is beginning to be tracked and their achievement identified appropriately. Group discussions are held on a regular basis and are beginning to identify how effectively the provision meets children's needs. Staff indicate their training needs and the provider has some systems in place to support this. However, these have not been extended to address individual skills to improve the performance of all staff through an effective and on-going supervision process. This limits the improvement in outcomes for children's learning and progress.

Regular staff meetings are held and staff identify some strengths, such as their effective teamwork, to provide a welcoming, relaxed environment for the children. However, these views have yet to effectively contribute to the overall self-evaluation of the provision. Parent's and children's contributions are also not systematically included in the self-evaluation process and an improvement plan is not yet established to identify areas for further development. This means that some areas for improvement have yet to be targeted to bring about change for the benefit of children.

Partnership working with parents is, generally good and staff share information about children's experiences each day. A registration pack is filled in by parents when children start in the provision and written consent is obtained for procedures relating to children's learning and care needs as appropriate. Parents comment positively on the range of activities provided and they are pleased that their child is happy in the club. Close relationship exist with the host school and are being developed with other providers to ensure continuity of care and learning for all children.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for) (both parts of the Childcare Register).
- take action as specified above (Welfare of the children being cared for).

**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

<b>Unique reference number</b>	EY446928
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	794300
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	70
<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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