

# Woodpeckers

Westdale Childcare and Education Unit, Westdale Infant School, Westdale Lane, Mapperley, NOTTINGHAM, NG3 6ET

<b>Inspection date</b>	10/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are happy and settled and really enjoy playing with their friends at the after school club.
- The staff understand how children learn. They support all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other staff.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.

### It is not yet outstanding because

- Self-evaluation is not robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement, and how parents and children are involved in this process.
- Information sharing with the host school in maintaining children's continuous development and learning is not yet fully established.

## 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 playroom.
- The inspector spoke with the manager, provider, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.

## Inspector

Sue Riley

## Full Report

### Information about the setting

Woodpeckers opened in 2012 and operates from a portakabin in the grounds of Westdale Infant School in Mapperley, on the outskirts of Nottingham. The club is easily accessible for all, including wheelchair users and has easy access to the outdoor play areas. The club mainly serves children who attend the host school, but during the holidays it is open for the whole community. The club is privately owned and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 76 children aged from three years to 11 years on roll, of whom 17 are in the early years age range.

The club is open Monday to Friday from 7.45am to 9am and 3pm to 6pm during term time and from 7.45am to 6pm during the school holidays. This is all year round, excluding bank holidays. Children attend for a variety of sessions. There are a total of four staff including a manager that work with the children. Of these, three staff hold appropriate early years qualifications.

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

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement
- build on partnerships with the school in assessing and supporting children's continuous learning between settings.

### **Inspection judgements**

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

Staff have a good understanding of the seven areas of learning and how to promote young children's development through play and exploration. Teaching methods are strong and support children in making good progress towards the early learning goals. The staff provide children with a broad range of toys, resources and activities which supports their continuous learning. Individual assessments are undertaken on each early years child and this is reflected in planning. As a result, activities are tailored to help children reach their full potential. The educational programme provides a variety of challenging experiences across all areas, effectively enhancing children's learning. Older children thoroughly support the younger ones so they feel confident, and in turn through their discussions are able to extend their own imagination, conversation and role play. Children freely choose their play and actively engage with their learning. Staff plan challenging activities and re-shape activities to effectively support the needs of the different age groups of the children attending. Children of all ages participate in a very popular activity of playing with the clay. Staff are skilled in their questioning and support to suit the age and stage of each child, which ensures all children gain a great sense of achievement as they design and make their own models.

The staff discuss with parents about children's interests and abilities prior to starting at the club. This ensures they have a secure understanding of children's starting points. Each child is allocated a key person to help them settle and build a positive relationship with.

This ensures children have warm relationship with the staff who care for them. Staff effectively support children in their acquisition of communication and language skills and in their physical, personal, social and emotional development. Children feel valued, settle well and learn. They are happy and clearly enjoy their time at the after school club. This in turn develops their confidence, self-esteem and continued learning. For example, a young child beams with delight as she is praised for completing a complex jigsaw puzzle. Children learn about their wider world and positively celebrate culture in fun ways. For example, during Diwali the children had a food tasting activity in which they tasted Indian food. The older children undertook their own survey of how much the other children liked the food. These experiences help to give children an understanding of the wider world.

Teaching strategies ensure that all children are provided with lots of chances to develop their communication skills. For example, staff initiate discussions with the children, talking about their home lives and what they have been doing at school that day. At meal time children are very aware of appropriate hygiene routines to follow. They sit in social groups and have conversations with their peers.

Children have fun as they take part in a game of chess, other children excitedly watch as the game progresses. They use their imagination well as they build with plastic building materials and the wooden train track. Children also act out life situations as they play in the home corner, with an interactive dance mat the children get active as they follow the colour patterns with their feet. Children are working within the typical range of development expected for their age across all seven areas of learning. They are interested in a wide range of resources and activities which thoroughly support their skills for the future. Parents receive information about their child's achievements at pick up times and through regular discussions. Children are very keen to show their parents their clay models as they carefully carry them in readiness to take home.

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

The safety and security of the setting is good, demonstrating that the staff have a clear understanding of how to minimise risks to children. Children enjoy a warm and caring environment where they clearly feel safe and at home. This promotes the development of positive relationships with all staff including key persons. For example, children are able to initiate conversations, take account of what others say and be confident to put forward their own ideas. The club provides a stimulating and well-resourced environment so that children can continue their learning both indoors and outside. Children are confident to extend their curiosity and interest using the activities and resources available to them. Children have regular opportunities to be outside. They enjoy these times and play independently or in small groups. Children have developed warm bonds with the staff who look after them, as well as the other children attending. Children's behaviour is very good, the older children play with the younger children well and involve them in what they are doing. The use of manners are encouraged at all times and staff praise the children for using their 'good manners'. The children have been involved in devising the club rules, so they are fully aware of what is acceptable behaviour. At no time do the older children negatively impact on the younger children.

Children are supported very well by staff to develop their understanding of how to stay safe. For example, they regularly take part in evacuation drills, helping them to respond appropriately in the event of an emergency. Children are also shown how to use scissors safely. Their independence is enhanced as they are given responsibilities according to their age. For example, they help with the tidying away. Children show a good understanding about how to maintain a healthy lifestyle. Their understanding is supported well through the provision of a balanced range of tasty options at meal times. Children eat eagerly and enjoy their food. They clearly demonstrate that they know how to care for their own personal hygiene, for example, as they clean their hands prior to eating. Children help themselves from the water machine as they become thirsty. The organisation of the learning environment effectively encourages children to independently initiate their own learning and development. For example, furniture provided is of an appropriate size and the organisation of resources enables children to explore and investigate in a safe environment.

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

Clear, written safeguarding policies and procedures are in place and understood by staff. They have completed safeguarding training and are fully aware of what to do and whom to contact if they were concerned about a child. Systems for recruitment, induction and ongoing appraisal are robust. For example, staff attend regular appraisal meetings and work with the manager and provider to highlight relevant training and development needs. This ensures that the continuing professional development of staff is supported. This has a positive impact on children who benefit from staff who clearly understand how to implement the Early Years Foundation Stage effectively. A wide range of policies and procedures are in place, these are available to parents and informs them of the service provided.

Children are kept safe because the manager ensures measures are implemented competently. For instance, no member of staff works alone with children in secluded areas of the club and a clear routine is used for collecting children safely from the school. As a result, children are effectively supervised. There is controlled access to the premises and doors are kept locked at all times. A glass pane in the main door allows staff to see anyone requesting access to the provision. Consequently, security is heightened and maintained well. Ratios are maintained at all times. The risk assessments for the environment and activities are robust, and therefore, help to keep children safe. These are ongoing, for example, the manager recently undertook a risk assessment due to the outside exit light failing.

The club delivers engaging activities across all areas of the educational programmes. Although the emphasis is on play and relaxation after school, staff are aware of the necessity to work in partnership with the school in order to support children's continuous development. The partnership with the pre-school is very good and they share the relevant information with the staff to ensure the club fully supports these younger children in their learning and development. However, as yet they have not fully established systems with the host school to fully support children's transitions into the club and

acquire information about children's progress within the seven areas of learning. As a result, information sharing leading to the early identification of children's individual needs is not always consistent. Systems to assess children's starting points on entry are secure. This ensures that staff are aware of children's interests and needs. The staff have strong bonds with the school to assist them with any concerns or issues regarding the children and would, therefore, support any interventions that may be required.

Plans for the future are beginning to be targeted to bring about further improvement to the provision and outcomes for children. However, they have not yet started to robustly reflect on and fully evaluate their own practice and provision. Staff have built up a good quality provision in the short space of time since opening. However, they have yet to seek the views of parents and children about what they feel the strengths and weaknesses of the provision are, in order that they can sharply focus their improvement plan in line with user's opinions and suggestions. The relationships with parents are strong. Parents receive informative and timely feedback upon collection.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY446814
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	809516
<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>	40
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Woodpeckers After School Club Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07801985975

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

