

# Twiglets

Orchard Way, Topsham, Exeter, Devon, EX3 0DN

<b>Inspection date</b>	15/02/2013
Previous inspection date	22/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 play in a welcoming environment and have good opportunities to choose from a stimulating range of activities that support their individual needs and interests.
- Staff offer good support to new children to help them settle well in to the club.
- Staff have good partnerships with parents and the school teachers.
- Children behave well and have a good rapport with the staff.
- Staff interact well with the children in their chosen activities, while enabling them to make their own choices about where to play.

### It is not yet outstanding because

- Staff and the committee do not fully use self-evaluation or the views gathered from parents and children to critically reflect on their provision. This limits how they identify their strengths and areas for development to enhance the provision for children.

## 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 classroom and the outside learning environment.
- The inspector talked with the staff and the children.
- The inspector sampled relevant documentation, including some policies and procedures.
- The inspector took account of parents' views spoken to on the day.

## Inspector

Sally Hall

## Full Report

### Information about the setting

Twiglets is run by a voluntary committee of parents. It registered in 2000 and moved to its present location at the Topsham School, Devon in 2001. The club has the use of the school information and communication technology (ICT) suite, a classroom, the school hall and grounds. It provides after school care for children attending Topsham School. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll in the early years age

group. The club is open on weekdays during school term times, between 3.30pm and 5.30pm. There are four members of staff, all of whom hold relevant qualifications at level 2 and above.

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

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

- develop further the systems for self-evaluation by improving the use of the parents' and children's views to help identify strengths and areas for development.

### **Inspection judgements**

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

Staff plan a good range of activities to support children in all areas of learning, through purposeful play. They give children plenty of opportunities to choose their own resources and decide what they would like to do. This promotes their developing independence. Children have a key person who gets to know them well when they first start, which helps them to feel safe and secure and become familiar with the routine. Staff also have initial conversations with parents and teachers to find out about, and support, children's needs, likes and dislikes when they first join the after school club.

Staff make purposeful observations and assessments to help plan activities and enable them to support children's individual interests and overall development. The room is set up well in readiness of children's arrival, with particular resources set out, which they know interest the children. All of the children are familiar with the routine and quickly settle on arrival for registration time. They communicate well and are keen to share their school and home news. This gives them confidence to talk in small groups. They listen well to each other's news as they each take their turn.

Children are very independent; they confidently make their own decisions about where to play and ask for additional resources when needed. The younger children develop important social skills from the example set by older children, as they learn to share and become familiar with the club's rules. They actively involve each other in their games, concentrating well at their chosen tasks and sharing ideas to extend their play. Children particularly enjoy plenty of physical activities, including skipping and ball games, and eagerly involve the staff in their outside play. This helps promote a healthy lifestyle because the children get fresh air and physical exercise. Children receive consistent praise and encouragement which builds on their self-esteem and confidence.

The staff have a good rapport with the children and interact well, asking good questions to encourage their thinking and communication and language skills. They play stimulating games with the children to support their mathematical thinking and problem solving skills. Children have easy access to resources to support them in their role play, helping them develop their imaginations and creativity. Children are keen to attend the club and some children have chosen to attend this club on additional days in preference to other out-of-school activities. They are pleased to see their parents when they arrive and are keen to tell and show them what they have been doing.

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

Children are happy, secure and confident within the club. They settle very quickly on arrival and are pleased to see their friends at the end of the school day. This demonstrates they feel safe and comfortable within the play environment. The younger children soon form attachments with the older children, helping them develop key personal and social skills for the future. Staff encourage children to develop their independence, for example, by making up their own games, such as den building. Children are eager to take advantage of the outside play areas and benefit from open-door access; this allows them opportunities to freely move between the indoor and outside spaces. They engage well in physical activities and group games to extend their physical skills. Children behave well and show respect and kindness to each other. They thoroughly enjoy their time at the club, learning new skills, games and making new school friends. They listen well to instructions and are familiar with the rules for the club. For example, they know they must tell a member of staff if they need to go to the toilet when playing outside. They can clearly explain what they need to do in the event of a fire drill, which helps them learn about keeping safe. Staff supervise the children well at all times. They carry out daily safety checks and make sure areas such as kitchen surfaces are suitably clean prior to children's arrival. This contributes to the children's good health and safety.

Children learn about the importance of healthy lifestyles. For instance, they have the opportunity to grow items in the garden areas and are confident in their own personal care, knowing to wash their hands before snack time. Children have varied healthy snacks provided, which include fruit and raw vegetables, and foods from around the world when they celebrate cultural festivals. Snack time is a very sociable occasion, when children sit down to eat together, asking politely for second helpings. Children quickly appear from outside play when they know it is time for snack, chatting happily between themselves and confidently helping themselves to drinks.

The staff have developed good relationships with the teachers to provide a shared approach to children's learning and development. This enables them to be able to pass on messages to parents and to effectively support children's learning. Children are able to borrow resources from school to extend their learning at the club. They are keen to show staff what they have been doing during the school day, such as pictures they have made. This fosters close partnership working between school and the club and enhances

children's experiences.

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

The staff work well as a team and give priority to making sure children are safe and secure at the club. They have a clear understanding of their responsibilities to implement the welfare requirements of the Early Years Foundation Stage. The staff have recognised childcare qualifications and a good understanding of their roles regarding the care, learning and development for children. They keep up to date with required training and current guidelines, including safeguarding training. This helps to make sure they have a secure understanding of what to do in the event of a concern about a child's welfare. They have made significant progress since their last inspection to make sure that all the specific legal requirements are in place, to support children's care. They have also reviewed their policies and procedures. These improvements contribute to the children's well-being, as well as their care and learning outcomes.

The staff have developed very positive relationships with parents, and share a good exchange of information each day to promote consistency of care. They also provide regular newsletters to help keep parents well informed. Parents speak highly of the staff and the club, and documentation shows the staff have also received positive written feedback. The parents comment that they value the service provided; they feel confident that they know their child is safe, happy and keen to attend.

An active committee support the staff and are currently involved in developing their appraisals and supervision meetings to help identify areas for further development. There are appropriate recruitment and vetting systems in place to appoint any new staff. This means that only suitable adults work with the children. The staff and the committee are developing how they monitor and evaluate their provision to drive improvement in the outcomes for children. They have yet to fully use self-evaluation or the views gained from parents and children to critically reflect on their practice. This is to help them identify further areas for improvement to enhance learning experiences and outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	106058
<b>Local authority</b>	Devon
<b>Inspection number</b>	783406

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Twiglets
<b>Date of previous inspection</b>	22/02/2012
<b>Telephone number</b>	01392 874498 (mob 07890 189717)

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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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