

Woodies

Woodthorpe Primary School, Greenwood Close, Birmingham, West Midlands, B14 6ET

Inspection date	23/04/2013
Previous inspection date	01/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children are comfortable and relaxed at this setting and have secure relationships with the staff, who engage naturally with them.
- Children enjoy lots of outdoor play opportunities and develop their physical skills as they move confidently around.
- Children initiate their own play choices and engage in small tasks which help to develop their independence and confidence.

It is not yet good because

- Arrangements for staff supervision and appraisal are not routinely carried out in order to provide support and training to foster continuous improvement.
- Children do not always receive consistent messages to reinforce their understanding of how to keep safe, for example, in relation to the storage of coats and bags.
- Opportunities to support children's learning and development by involving others who provide care for children are not fully maximised.
- The use of self-evaluation and the setting of priorities for improvement are not fully embedded. Consequently, some areas for development are not identified.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's free-play choices outside and their snack time.
- The inspector spoke with the manager and staff and engaged with the children during the inspection.
- The inspector looked at children's files and development records and a selection of the setting's policies and daily records.
- The inspector took account of the views of several parents spoken to on the day.

Inspector

Diane Ashplant

Full Report

Information about the setting

Woodies was registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is owned by a private provider and is situated in Woodthorpe Primary School in Kings Heath, Birmingham. It operates from one main room and has use of the computer room and the outdoor area. All the children attend the school.

The setting is open during term time only from 7.30am until 8.55am and from 3.15pm until 5.45pm on Mondays to Thursdays and from 3.15pm until 5.30pm on Fridays. There are currently 105 children on roll, of whom 13 are in the early years age group. There are four staff, including the owner, who work with the children, and all hold appropriate National Vocational Qualifications at level 2 to level 6.

What the setting needs to do to improve further

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

- ensure there are appropriate arrangements in place for supervision of staff and that regular appraisals are carried out to identify any training needs and secure opportunities for continued professional development
- review risk assessments regularly to ensure that all risks to children's safety are assessed; this particularly relates to the storage of children's belongings. Consider how to effectively use opportunities to encourage children to consider their own and others' safety.

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

- extend further the information shared with others who provide care and education to children, in order to support and complement children's learning and development
- develop the use of reflective practice to identify areas for improvement which will enhance the provision for all children.

Inspection judgements

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

Children enter happily into this setting where they know the routine and staff well. The staff team are experienced at working with children and have a secure understanding of how to help children relax and initiate their own play. As a result, children are engaged and supported in their social and independent learning. Staff recognise that children have had a busy day at school and so their choices are paramount, which usually means outdoor play or computers. Children enjoy going outside where they engage with their friends in imaginative play, chatting all the time together and with staff. They join in games of football, select items from the equipment shed or happily make daisy chains. On occasion, staff engage with them and share in their enjoyment, using some opportunities to extend their learning, such as counting as they skip across the rope. Staff and children talk happily and they have opportunities to take up roles, such as helping at snack time or supporting younger ones to settle in. This develops their confidence and social skills. Children have regular use of the computer suite and also have some art and craft sessions where they develop their creative skills and use their imagination, such as icing biscuits or making cards for Mother's Day. Recently, children have been asked to select their names to show their choice of snacks and, when they have finished, put it back under their form label. This helps children to recognise their names and to sort and sequence.

Staff are aware of the needs of younger children within a large group of different aged children, and therefore a key person with particular knowledge of early years has been assigned to monitor them. She ensures children settle well and offers additional support if needed, although most children are very confident within the setting. She has set up development books for the younger children where she takes photographs and records her observations. She links these to 'Development matters in the Early Years Foundation Stage' which she uses to identify the next steps in their learning and highlight their development levels to identify areas where support may be needed. As a result, children make suitable progress. Staff talk to parents about what their children have been doing while at the club and inform them about the reason for making observations of their children's learning. In this way, parents are adequately involved in their children's learning.

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

Children receive a warm welcome as they arrive from their different classes and settle comfortably into the routine. They have relaxed and easy relationships with staff and enjoy time to talk and play with their friends. The children are helped to settle into the club as the premises and some staff are familiar to them. Particularly useful for the youngest children, who are taught in a separate building away from the school, is the opportunity to get to know the main building and become confident around children of different ages. This helps when they eventually transfer over after they have completed the reception year. Children settle happily in this setting and parents comment on how

quickly this happens due to the relaxed and fun-based focus and welcoming staff. Children are asked to describe themselves and their likes and dislikes on the registration form when they start so staff know something of their interests and characters.

Children's health is promoted through lots of outdoor opportunities where they ride on bicycles and scooters, play football and skip or practise their balancing skills on the tyre trail. Children are familiar with the routines for hand washing, sometimes gently reminded by staff if they forget. They have access to drinks at all times and freely help themselves to those in the room and others taken outside. They sit down around the tables at snack time and enjoy a choice of snack, and always have additional fresh fruit to try. They are generally learning about safety and carry out routines, such as lining up to go outside or taking part in fire drills, promptly. However, some opportunities to further develop children's sense of responsibility for their own and others' safety are not always used by staff, for example, as children balance on the tyres or ride at speed on their scooters. Children are encouraged to take on roles within the setting. For example, older ones help with the washing up after snack and also act as mentors to the younger children to help them settle in. Children of different ages learn to play together and feel secure in the relaxed setting.

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

Children are safeguarded as staff have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. The manager has completed training in this area to develop his knowledge. Children are cared for in a suitable environment where staff are mostly alert to hazards and take appropriate action. The room is shared with the school and therefore staff generally check this before the children arrive, as well as the outdoor area where they ensure, for example, that the external gate is shut. However, some aspects of the risk assessment are not fully effective, such as the storage of children's coats and bags on the floor, which present tripping hazards. This is also a breach of Childcare Register requirements.

The staff team work well together and are encouraged by an enthusiastic manager. Appropriate recruitment is carried out to ensure the suitability of those who work with the children, and informal discussion and staff meetings mean that information is shared. However, supervision is not effectively in place so that staff routinely reflect on their practice and have opportunities to identify areas for development. The manager has taken on an additional role within the school which demands more of his time. Therefore, he has delegated certain responsibilities within the club to other staff to ensure children's needs are more effectively supported. For example, the key person for the early years children adequately monitors children's progress. The setting has addressed the areas for improvement raised at the last inspection. However, the use of reflective practice is not securely embedded, which means some areas for improvement are not identified.

Staff establish a friendly and open partnership with parents and are approachable to share discussion at the end of the day if needed. Parents are kept informed through regular newsletters throughout the year. Staff are aware of the importance of making links with the other early years providers so that children's individual development is supported. However, these links are not always fully effective, which means that some opportunities to share information to maximise children's learning are missed.

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 all necessary measures are taken to minimise any identified risks; this specifically relates to the storage of children's coats and bags (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically relates to the storage of children's coats and bags (voluntary part of the Childcare Register).

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 action. 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	EY311102
Local authority	Birmingham
Inspection number	820383
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	105
Name of provider	Michael Paul Basford
Date of previous inspection	01/02/2012
Telephone number	0121 444 2969

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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, which are usually the childminder's 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

