

Woodseaves Pre-School & Community Services

Woodseaves C of E Primary School, Dickys Lane, Woodseaves, STAFFORD, ST20 0LB

Inspection date	21/05/2013
Previous inspection date	Not Applicable

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

- The effectiveness of the partnership with parents is underpinned by two-way communication, ensuring that parents are well-informed at all times. The effective partnerships with other providers ensures that children are prepared for their transition between the setting and the school.
- Staff have a good understanding of promoting children's learning through stimulating and challenging activities. As a result, children make good progress.
- Children are forming close attachments and interact positively with their peers and the staff caring for them. Children are well-behaved because they are fully aware of the boundaries and expectations for the club.
- Effective supervision and monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and promotes improvements that bring about effective changes to further benefit the children.

It is not yet outstanding because

- There is scope to extend the ways in which children can make informed choices about their self-chosen activity with regard to accessing the wider range of resources.
- There is scope to extend children's continued secure feelings with regard to changes that occur in their routines.

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 activities in the indoor and outdoor play areas.
- The inspector held meetings with the manager and held discussions with members of staff.
- The inspector scrutinised a range of documentation; children's assessment records, staff suitability, self-evaluation documentation and the risk assessment records.
- The inspector took account of the views of parents and children spoken to during the inspection visit.

Inspector

Mary Henderson

Full Report

Information about the setting

Woodseaves Pre-School and Community Services was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the library/computer room, and hall within Woodseaves C of E Primary School in the area of Woodseaves in Cheshire and is run by a voluntary committee. The club serves the local area and is accessible to children from the onsite school. There is a fully enclosed area available for outdoor play.

The club opens Monday to Friday, from 8am to 8.50am and from 3.15pm to 6pm, during term time only. Children attend for a variety of sessions. There are currently 82 children attending, of whom 17 are in the early years age range.

The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds a recognised early years degree and has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance children's self-initiated learning further by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly

- enhance children's awareness of feeling safe and secure further by preparing them for changes in their routine, such as the arrival of visitors to the setting.

Inspection judgements

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

The staff promote all areas of learning and development because they provide a broad range of resources, equipment and activities for both indoor and outdoor play time. These reflect children's current and ever changing interests. This helps the children to achieve expected levels of development and prepares them for their next stage of learning. Children are encouraged to select their own activities as staff ask them what they would like to play with today. The setting has a wide range of resources, some of which are not always evident when children are considering their own play. Consequently, their choice is sometimes limited as they select only from what they can remember is in the resource

shed. This sometimes leads to some children losing interest quite quickly with their choices.

Children's physical skills are developing very well because staff provide ample space and plenty of time for children to be active and exuberant outdoors. For instance, children manoeuvre around one another as they chase and run around the outdoor play areas. Some children choose to play football games with older children, others choose to practise their climb and balance skills on the school playground climbing equipment. The staff praise children's efforts, which supports their confidence and motivates them to try and try again. Children shout with pride for the staff to watch them complete their obstacle course. The staff make good use of all indoor and outdoor areas to develop children's physical skills. During indoor games, children use soft equipment as they play cricket, throwing and catching the ball, and running between wickets with control and manoeuvrability. Other children enjoy fun as they play cooperatively with their peers completing the twist and reach game, laughing and giggling with one another as they try to steady themselves.

Children's interest in mathematics is extended because the staff use various ways to encourage children's recognition of numbers and counting skills. For example, they support children's learning about numbers and problem solving through the use of the computer programmes. This also supports children's interest in information communication and technology. The children show great interest in computers as they competently use the keyboard and mouse to explore numbers, counting, shape and position. They know how to choose the programmes, click on icons, make things appear, jump and hide. Also, areas are rich in print where children can refer to numbers, shapes and colours in the environment.

The staff have developed their knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and undertake meaningful observations and assessments. They use these to identify children's next steps in their learning and development. Plans are frequently checked to ensure that children are making good progress and to identify any gaps where children may need further support. Parents are provided with information about the Early Years Foundation Stage. Parents are also encouraged to support their child's learning at home through two-way discussions and sharing of learning journals.

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

The staff promote positive relationships and attachments with all children. They ensure that the children settle in well when they start at the setting. This is further supported through good one-to-one support sessions between children and their key person. This also ensures children's high levels of positive behaviour. Transitions between the setting and school are suitably fostered. This further supports children's personal, social and emotional development, thereby, enabling the children to feel safe and secure in their environment. However, the staff do not always introduce visitors to the setting to the children, in order to enhance their feelings of security during such changes to their routines. Children show good levels of physical confidence and are willing to take risks, for

example, as they confidently hold onto challenging play equipment outdoors, moving their feet and hands across the hoops and balancing on the wooden beams. Staff supervise from a distance, ensuring children's safety while not unduly inhibiting their risk-taking skills, but instead praising their efforts to encourage them to 'have a go'.

Children demonstrate that they are happy because they smile frequently, giggle and chat with adults and peers and run around with their friends in the school playground. The children's own work and photographs of activities enjoyed are displayed for them and their parents, thereby, fostering a good sense of belonging to the setting. Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Opportunities for physical activity and exercise are promoted very well because children go outdoors on a daily basis. Their healthy lifestyle is further promoted because they self-serve their own snacks and talk about the healthy choices they make.

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

Leaders, managers and staff are very clear about their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are fully informed about the child protection policy and procedures to be followed, and know what to do should there be a concern about a child in their care. Rigorous recruitment and induction procedures help to ensure that all adults working with children are suitable to do so. The staff receive supervision and monitoring sessions to identify where support is needed to improve their performance so that the children fully benefit. Children's safety is given high priority. For example, entry to the setting is secure at all times. Also, the staff use walkie-talkies between the indoor and outdoor areas so that children are kept safe at all times. Risk assessments are effectively implemented for both the indoor and outdoor environment to ensure that children can play and move around safely.

Management and staff meetings are held to review practice and how best to support the children attending. Staff have a good understanding of the learning and development requirements. As a result, they are able to accurately assess and monitor the educational programme including the planning, to ensure that children make good progress and there are no gaps in their learning and development.

The management and staff work well together as a team and with parents, to meet children's needs. They also liaise well with the Reception teacher at the school which supports children's skills and capacity to develop and learn effectively. Parents contribute to the initial assessment of children's development and have access to learning journey documents, which helps them know about their children's achievements and progression over time. The daily two-way flow of verbal communication ensures that parents know about their child's experiences in the setting. Parents are also kept up-to-date with their child's school day and they have free access to the policies and procedures of the setting.

The parents comment positively about the caring and welcoming environment the staff provide for them and their child. Partnership working with other agencies ensures that children's needs are identified early and met. The self-evaluation systems in place are

robust and include input from leaders, managers, staff, children and their parents. The improvement plan in place ensures that actions taken to address areas for improvement have a positive benefit for all children.

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 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	EY443576
Local authority	Staffordshire
Inspection number	811650
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	82
Name of provider	Woodseaves Pre-School & Community Services Committee
Date of previous inspection	not applicable
Telephone number	07891328631

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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, 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.

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