

# Wellyboots Daycare

St. Stephens C of E Primary School, Hunters Chase, South Godstone, GODSTONE, Surrey, RH9 8HR

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 02/05/2013 |
| Previous inspection date | 09/11/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 confident as staff create a warm and friendly environment where children can relax and be creative in their play.
- The manager and staff are fully aware of their responsibilities in caring for the children and build warm and caring relationships with them.
- Partnerships with parents and the school are strong. As a result children receive consistency in their care and make good progress in their learning and development.
- The manager is keen to keep up to date with all aspects of how to provide good quality play opportunities for all children. She attends regular training courses and completes her own research. As a result, the outcomes for children are improved.

### It is not yet outstanding because

- the organisation at snack and tea time does not provide children with opportunities to develop further their good independence and self-care skills as effectively as possible
- the views of the parents and children are not being fully used to help identify future improvements.

## 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 club's room and outdoor areas.
- The inspector observed children being collected from their classrooms and arriving at the club.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector looked at children's learning journals and records.
- The inspector looked at planning documentation and a selection of policies and procedures.

## Inspector

Daphne Brown

## Full Report

### Information about the setting

Wellyboots Daycare opened in 2009 and is privately owned. It operates from classrooms in St. Stephens Church of England Primary School, South Godstone, Surrey. The setting is registered for 24 children under the age of eight years, of which 24 children may be in early years age group. The setting is open each weekday from 3.15pm to 6.30pm term time only. All children share access to a secure enclosed outdoor play areas to the rear of the school. There are currently 28 children on roll, of which five are in the early years age group. Children come from the local and wider areas. Wellyboots Daycare supports children who speak English as an additional language and also children with special educational needs and/or disabilities. The setting employs five members of staff, three of whom hold appropriate early years qualifications. Wellyboots Daycare is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is considering opening a breakfast and holiday club.

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

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

- enhance self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas of further improvement
  
- develop further opportunities for children to develop their independence and self-help skills at snack and tea time by encouraging them to prepare their own food and pour their own drinks.

### 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 learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and plan and implement activities based on individual children's interests. Staff effectively observe the children's progress on a regular basis and use the information to plan exciting and stimulating activities at the club. To complement this children are given the opportunity to write, draw or stick pictures of activities they like to do on large piece of paper. Children have their own learning journals, which they can use daily. These are scrap books, which contain photographs, written statements and children's pictures. Staff share these journals with the reception teacher so children's progress can be consistently tracked. Staff also discuss with the teacher themes and topics the children are learning about during their

school day. This helps staff plan activities for children's next steps in their learning and development. As a result there is continuity in children's learning and they are making good progress.

On arriving at the club the children and staff sit together to talk about their day at school. This helps children settle and gives children the opportunity to discuss their feelings and share their daily experiences. Staff have ready a light snack of fruit for the children before the children enthusiastically rush outside to choose from a variety of physical games. The club has good range of toys and equipment. Some are set out prior to the children arriving but storage cupboards in the room are easily accessible and children are able to select resources themselves. This allows children to follow their own interest and promotes their independence.

Children thoroughly enjoy themselves outside. Staff eagerly join in with children's games, allowing children to take the lead and keep ownership of the activity. Children have good levels of concentration and persevere with learning new skills. For example, children master how to make a diabolo toy spin on the string after several unsuccessful attempts. The children then proceed to give instructions to a member of staff on how to do it. This shows the children's developing physical skills, but also shows how their new skills are learnt and embedded as children are able to explain and teach another person how to master a new skill.

Indoors children settle at their chosen activities. A newly purchased dance game for the games console is very popular with the children. Children apply the safety straps to their wrists and know to stand in their own space so as not to hurt anyone. They successfully operate and install the game showing increasing knowledge of using information technology equipment. Regular cooking activities are also a favourite and help children learn about measurement and numbers, which supports their mathematical development. A large whiteboard allows children to develop their writing skills. A member of staff acknowledges the fantastic writing and spelling of the children and takes a photo of it to put in the children's learning journals and to share with parents and the reception class teacher. This helps to support children's ongoing progress in their learning and development and complements their learning at school.

The layout of the school means children are not able to free flow between their room and the large playing field and playground. Consequently the manager has the agreement of the head teacher to use a courtyard adjacent to the room. Staff use this to create a rich and varied environment where children are able to develop their creative and artistic skills with resources from a 'loose parts box.' This allows children to follow their own interests and explore in many different ways with materials to support their imagination and create their own physical and mental challenges. As a result children learn and develop in a fun and creative environment.

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

Children are very relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily and engaging in cooperative play. They all attend the same school where the club operates, and are therefore very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. As a result, there is a family atmosphere at the club and the children have a strong sense of belonging.

Staff prepare well for the children's arrival at the club. Healthy snacks of fruit and raisins are readily available and some resources are set up. Children have opportunities to decide these resources and activities as staff display a large piece of paper entitled 'What do we want to do?' Children are able to write, draw or stick pictures of things they would like to do. This means children are able to make their own decisions regarding their play and are actively engaged at all times. Children's self-care skills are developing well as they wash their hands before eating and after using the toilet. Snack and tea times are a sociable experience and offers staff and children the opportunity to chat. However, currently, children do not help prepare their own food or pour their own drinks to maximise opportunities for them to be more independent and further develop their self-care skills.

Children's health and physical development is promoted very well. There are daily opportunities for children to enjoy the spacious outdoor areas. They energetically join in with physical exercise and games. Staff enthusiastically join in helping promote hand and eye coordination skills with bats, balls and juggling. Recently the children have benefitted from the use of a paved courtyard, which allows them to free flow between the indoors and outdoors. This provides children with a firm foundations for developing a healthy lifestyle.

Children are secure within the familiar routines and consistent boundaries and expectations. Children and staff have agreed and written-up rules, which apply to both the school day and the club. Children play co-operatively together. For example, outside a child shows very good communication skills to negotiate sharing and taking turns with a hoop. Children also learn how to keep themselves safe. They know they must not run in the building and when outside on the playing fields they must not go inside unless accompanied by a member of staff. This ensures that all staff are clear about the whereabouts of every child. The fire drill is also practised to develop children's understanding of how to respond safely in an emergency. Consequently all children behave well and understand what is expected of them.

Staff work closely with parents and children to help them settle at the club. Younger children have a key person and parents provide key information to ensure that children's individual requirements are known and understood. Staff encourage children to value and support each other. Children are well cared for and above all, they thoroughly enjoy their time at the club.

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

The leadership and management of the club is strong. The manager and staff have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. The manager and staff have worked tirelessly to successfully address the requirements from the last inspection. As a result the children benefit from a welcoming, fully inclusive and fun club. The manager and staff seek out and attend regular training to help enhance and develop activities they provide for the children. The manager is especially proactive in extending her knowledge of children's play, which helps children extend their play experiences. The club has started to carry out self-evaluation to highlight strengths and weaknesses. However, although the views of parents, children and staff are sought they are not utilised enough to fully promote better outcomes for all children. Regular staff meetings allow staff to be fully involved in the smooth running of the club and contribute their skills and knowledge to providing varied and stimulating activities.

Children's safety is of paramount importance. Their safety is promoted by staff who understand the signs and symptoms of abuse and know how to report any concerns. The environment is fully risk assessed and staff check that external doors are always locked and secure. Staff also encourage children to think about risks linked to activities and recently some children have written a risk assessment regarding the use of the games console and controllers. Staff effectively promote children's welfare as records accurately reflect accidents, incidents and the administration of medication. Children are very familiar with the school environment and move around with care to promote their own safety as well as that of others. They enjoy daily access to the outside area, venturing out in all weathers.

There are positive working relationships with parents. Even though some staff at the club also work in the school, the manager gathers information from the parents and children prior to children starting. Children complete an 'All about me' form, which helps staff provide resources and activities that link to children's interests. A comprehensive folder of recently updated policies and procedures is available to parents daily. However the manager also summarises these in the written contract with parents.

There are very good links with the school and strong communication means children's welfare and learning and development needs are extremely well met. The club uses a communication book for each child between parents, the child's key person at the club and their school teacher. This is also supported through daily discussion. Every child has a learning journal and these are available to the children each day. Staff also photocopy some of the observations they make and give to the teachers so they can be added to the child's learning journals at school. This helps consistency of care and helps children make good progress in their learning and development.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY393839                 |
| <b>Local authority</b>             | Surrey                   |
| <b>Inspection number</b>           | 816030                   |
| <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>  | 28                       |
| <b>Name of provider</b>            | Kelly Page               |
| <b>Date of previous inspection</b> | 09/11/2009               |
| <b>Telephone number</b>            | 07967 028 418            |

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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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