

Woodys Club

Wood Lane Community Centre, Wood Lane, WEST BROMWICH, West Midlands, B70 9PT

Inspection date	17/10/2013
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not have an up-to-date understanding of safeguarding issues or a safeguarding policy in line with Early Years Foundation Stage requirements. As a result, not all staff are able to respond appropriately to any possible concerns to ensure children are protected.
- Staff deployment does not ensure that at least one member of staff with a current paediatric first aid certificate is on the premises at all times when children are present and accompanies children on outings. This impacts on children's safety and well-being.
- Staff do not maintain the confidentiality of children's medicine records and so do not fully promote their well-being.
- The system of observation of children has not been fully developed in a way to assess their progress regularly across the seven areas of learning or to identify their achievements sufficiently to plan next steps towards the early learning goals.
- The setting has yet to develop a system for self-evaluation, which means that priorities and targets for improvement are not identified.

It has the following strengths

- Children are provided with an interesting range of activities, which they enjoy at their own pace. They have positive relationships with the practitioners who care for them and this results in them feeling happy and confident.

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 two play rooms.
- The inspector held a meeting with the deputy manager of the provision.
- The inspector looked at children's assessment records, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Woody's Club registered in 2009 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Wood Lane Community Centre, West Bromwich. The out of school club has use of one room and the main hall. There is a fully enclosed area available for outdoor play. The club serves the local area.

There are currently 30 children aged from three to eight years on roll. The club also cares for children up to 11 years. It opens Monday to Friday all year round with the exception of two weeks during the Christmas period. The sessions are from 3pm to 6pm during the school term and from 8am to 6pm during the school holidays.

The out of school club employs four members of staff. Of these, two members of staff hold appropriate qualifications at level 3 and two members of staff hold appropriate qualifications at level 2.

What the setting needs to do to improve further

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

- consistently assess each child's progress across all seven areas of learning and development and use the information obtained to support the next steps in their individual development
- develop rigorous and effective systems for self-evaluation that inform the setting's priorities and are used to set challenging targets for improvement.
- ensure that all staff have up-to-date knowledge of safeguarding issues in order to protect children, and the safeguarding policy is in line with the Early Years Foundation Stage requirements
- ensure that at least one member of staff with a current paediatric first aid certificate is on the premises at all times when children are present and accompanies children on outings
- ensure that confidential information about children's medicine records are only accessible to those who have a right or professional need to see them.

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

Overall, the quality of teaching and learning is satisfactory. Children enjoy their time at the setting because staff provide a balance of adult-led, child-initiated and freely chosen activities. Children make reasonable progress through a varied range of experiences across all areas of learning. However, staff do not regularly observe children's learning to assess their progress. Consequently, children's next steps towards the early learning goals are not sufficiently ascertained to extend their learning. Parents contribute to initial assessments of their children's starting points and are kept suitably informed about their children's achievements and development through regular feedback. This also helps parents to extend their children's learning at home.

Staff create a welcoming environment for children. Before children arrive, staff set out the playrooms with a variety of toys and equipment that is suitable for the age range of those attending. Children show interest in the toys available and select resources with confidence. Adequate opportunities are provided for children to make marks, to write, to recognise their own names and to use their phonic knowledge to link sounds to letters. They use speech to explore real and imagined experiences, as staff engage them as partners in conversation and in group games.

Staff provide a suitable range of activities to support children's learning skills. Children express their imaginations through music, role play and access to art and craft materials. They make collages associated with their themed projects or while celebrating festivals, such as the Chinese New Year or Halloween. They take a pride in doing so. An adequate range of sensory experiences is provided to support children's talents, including the use of paint, pasta, sand and a variety of fresh and dried leaves. First-hand experiences, such as cooking samosas and vegetable rolls and baking cakes and cookies, enhance children's talents. A selection of programmable toys gives them opportunities to acquire basic skills in technology. Children demonstrate a developing understanding of number and shape through daily routines, visual aids, flash cards and number games.

Staff teach children to understand and respect the values and differences of others. Children taste oriental foods and celebrate festivals of different religions and cultures associated with different countries all through the year to help them understand and respect the values of others. There is also a selection of resources and displays depicting positive images of diversity.

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

Children's well-being is not fully safeguarded because staff do not ensure that at least one member of staff with a current paediatric first aid certificate is on the premises at all times when children are present and accompanies children on outings. This is a breach of the welfare requirements on both registers and compromises children's well-being in the event of an accident.

Children are happy, settled and feel secure because key persons work closely with parents to ensure children's needs are known. An adequate key person system means adults know the children well and help them feel fully included, they form secure attachments to adults and their peers. Displays of children's own art work and celebrating their birthdays supports children's self-esteem. Their independence is promoted sufficiently, as they address their own personal hygiene needs and choose and select toys and activities available in the playrooms. Staff demonstrate an adequate understanding of providing appropriate support to prepare children for transition to other settings, through talking, reading relevant stories and liaising with schools.

Staff support children appropriately in developing their physical and social skills. They chat to each other as they sit and eat their snacks in a sociable and friendly atmosphere. Children learn to be active through the provision of suitable opportunities for coordination, control, manipulation and movement. Access to the outdoor play area and a 'party bus' enables children to enjoy the positive benefits of being healthy and active. Staff arrange DJ music and dance activities while celebrating different events. Children eat freshly cooked healthy food and fresh fruits and vegetables. Their different dietary needs are well catered for. They all show an understanding of personal hygiene and wash their hands before they eat and after using the toilet.

Children develop a sense of belonging and behave in ways that are safe for themselves

and others through regular input from staff drawing attention to possible dangers in their everyday life. They learn how to keep themselves safe, for example, practising the Green Cross Code as they walk to the club from their school. They are well behaved and develop good awareness of right and wrong, responding positively to guidance and instruction from staff. They are familiar with the routines and wait for their turn with patience at snack times. Children are encouraged and praised and their efforts are acknowledged through displays of their art work. They spontaneously help staff to tidy up after play or before going home. They are confident about seeking help and the support of staff and happily engage them in conversation and play.

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

Arrangements for children's health and safety within the provision are inadequate. Staff demonstrate a poor understanding of child protection issues. The safeguarding policies and procedures have not been updated in line with the current requirements for safeguarding children. Consequently, the setting is in breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children's safety and well-being is not effectively prioritised. Nevertheless, sufficient recruitment procedures are in place for ensuring that children are cared for by staff who are suitable and have appropriate levels of qualification and experience. Through daily safety checks, the staff take practical steps to eliminate hazards both indoors and outdoors. Staff have implemented a good system of monitoring visitors and maintaining the security of the premises to enhance children's safety.

The setting has commenced a process of self-evaluation collating the views of staff, children and parents. However, the systems for evaluating all aspects of the provision are not consistently implemented. Therefore, some areas for improvement have not been fully identified. Regular team meetings and staff appraisals, for the most part, ensure that staff's training needs are identified and addressed to develop the quality of care and learning. The staff understand how children learn and make learning fun. This is because they, generally, understand the learning and development requirements and children make satisfactory progress towards the early learning goals. However, the observation and assessment of children has not been fully developed to identify their achievements sufficiently to plan next steps towards the early learning goals. Most records concerning children and policies and procedures, including the complaints procedure, have been updated in line with the current statutory framework and are readily available for inspection. However, confidentiality of children's medicine records is not maintained, so that their well-being is not fully promoted.

Staff discuss children's progress with parents and information is conveyed through daily verbal communication. Parents and carers are warmly welcomed and those spoken to on the day report they are happy with the service provided, as it is friendly and their children enjoy attending. The partnership with other providers delivering the Early Years Foundation Stage is developed appropriately to promote children's well-being and

continuity of learning.

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 at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (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	EY394708
Local authority	Sandwell
Inspection number	879219
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	30
Name of provider	Greets Green Community Enterprises Ltd
Date of previous inspection	19/01/2010
Telephone number	0121 525 2662

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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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