

Woolaston Out of School Club

Woolaston Primary School, Netherend, Woolaston, LYDNEY, Gloucestershire, GL15 6PH

Inspection date

Previous inspection date

09/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 settle quickly into the club's warm, friendly environment. Staff are caring and understand their needs well.
- The range of resources and activities support children's varied interests well, enabling them to initiate their own play and develop confidence and independence.
- Staff have good partnerships with parents, which promotes children's all-round care well.
- Children's personal development is good. They behave well and interact positively with one another.

It is not yet outstanding because

- The clubs offer a homely environment where children can relax, but some specific areas, such as the book corner, do not fully promote opportunities for children to be calm with their friends.
- Staff sometimes miss opportunities to extend children's learning through the use of good questioning skills.

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 toured the areas that children use and observed the activities taking place.
- The inspector looked at samples of policies, procedures, records and children's documents.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager in the indoor environment.
- The inspector spoke to parents as they collected children to gather their views on the provision.

Inspector
Sue Bennett

Full report

Information about the setting

Woolaston Out of School Club registered in 2013. The setting offers a breakfast and after school club in the premises of Woolaston Primary School at Netherend, Lydney in Gloucestershire. Children have access to the hall and the art room in the school. Children use the school's outside playing areas, including a playground, trim trail and field. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, including eight children in the early years age group. The club is open each weekday from 8am to 9am and from 3.15pm to 6pm during term time. There are five members of staff, including the owner/manager, and four hold appropriate play work and/or early years qualifications. Operational links are in place with the school on whose site the club is located. The club offers support to children who have special educational needs and/or disabilities and to those who have English as an additional language.

What the setting needs to do to improve further

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

- challenge children's thinking further by asking more open-ended questions
- develop the book area environment so that children can relax and enjoy sharing books with their friends to help support their social development.

Inspection judgements

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

Staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage Statutory Framework. They understand children's individual needs well. Staff recognise that children need to rest and enjoy quiet play after their day in school. They plan good opportunities that enable them to play quietly and enjoy the company of their friends, such as games and creative activities. For example, staff know that children love to draw and be creative, so they provide a good range of stimulating materials. Children have fun drawing pictures and designing Christmas trees, using sparkling materials and glitter. Children's key persons have good links with Reception class staff which support continuing provision between the club and school well. For example, following discussions, staff understand that children need to develop their social skills, so they encourage children to play together by playing board games. Through observing children as they play, staff plan well for future learning opportunities. This effectively helps children to make good progress from their starting points. For example, staff observe that children show interest in developing their cutting skills, so they plan a paper snowflake

activity to support this. Children greatly enjoy this and concentrate well as they make their designs. Staff promote children's communication skills well because they encourage them to talk about their day in school and explain what they are doing during activities. Staff repeat words that children find difficult to say clearly, such as 'engine' which supports their language development effectively. However, on occasions, staff miss opportunities to extend children's thinking skills because they do not always make effective use of questioning, such as 'what?' 'how?' or 'why?' as they engage with children during their play.

Resources, both indoors and out, are plentiful and provide good opportunities for children to play and explore independently. In the outdoor area children enjoy running around and playing games with their friends. They competently count and name numbers as they play hopscotch, which supports their mathematical development well. Children initiate their own play experiences with a high degree of self-assurance, such as choosing books from the book area and pretending to retell a favourite story. They enjoy problem solving experiences. For example, children think carefully about how to place large dominoes on top of one another to build a tall tower so that it remains stable. These opportunities effectively strengthen children's independence and confidence, and effectively support their progress in school.

Staff have strong relationships with parents because they know families well. When parents collect their children, staff communicate relevant information about their child's time in school. They effectively share children's experiences and achievements during their time in the club. This ensures good continuity between all aspects of the child's day and effectively supports children's well-being. When new children join the club, the manager obtains good levels of information about children from their parents which helps ensure their welfare. Children settle quickly into the club because of the family atmosphere and the support that older children and staff provide.

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

Children are happy to join the club after their day in school. Staff greet them in a warm and friendly manner, which helps children to feel safe and secure. The club's calming atmosphere provides good opportunities for children to unwind and rest overall. However, some areas, such as the book corner lack comfortable resources for children to relax and enjoy the quiet company of their friends. Relationships between children and staff and between the children themselves are good. Each child has a key person who understands their likes and dislikes well. Children happily share their concerns with staff, such as asking for help to put pieces of the train track together, and staff are happy to support their needs. Staff are good role models and work together well as a team. They encourage children of all ages to play together. During play with balls in the outdoor area, older children enjoy the responsibility of helping younger children to develop their catching skills. Children talk confidently to both staff and their friends about their experiences and home lives. They move around the club with confidence and happily make choices between the activities. Children enjoy using their imagination during creative activities, such as drawing heart shapes to give as presents to their parents because they love them.

Staff support children's personal development well. They have a consistent and fair approach to positive behaviour which helps children to develop good social skills. Children enjoy the positive praise that staff give when they succeed with difficult tasks. For example, when children manage to fit pieces of constructional apparatus together, staff say 'well done'. This supports children's self-esteem well. Children are co-operative, take turns and share as they play. They enjoy helping their friends, such as holding cups still for one another as they pour their own drinks. Staff develop children's understanding of responsibility well by encouraging them to keep their personal possessions tidy and in helping to organise toys and resources. These skills help prepare them well for future learning.

Staff effectively promote children's understanding of good health and personal safety. Children know that they must not leave the room without telling staff and that they need to sit carefully on the benches to prevent accidents. Children are competent in their self-care. They know that hand washing routines help to keep them healthy and prevent the spread of germs. At tea time children enjoy hot toast and can choose from a selection of toppings. The outdoor area provides good opportunities for children to enjoy the company of their friends, to be energetic and benefit from fresh air.

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

The manager has a good understanding of her safeguarding obligations. All staff receive thorough induction when they start work at the club, which includes safeguarding training. The manager is the designated person and has appropriate higher tier qualifications. During discussions, staff confidently explain the procedures to take if they have any concerns about children within their care. Robust systems for the recruitment of new staff ensure their suitability and experience to work with children. A range of policies and procedures effectively provide for children's welfare needs. Staff supervise children well and carry out daily risk assessments on areas before children use them. Records for attendance, accidents and medication are thoroughly kept and help to ensure children's well-being further. Staff always inform parents about any incidences which affect their child during their time in the club. Emergency evacuation drills for fire take place periodically and all are appropriately recorded. These measures help to ensure that the club is a welcoming, safe and stimulating environment for children to enjoy.

The manager has a good knowledge of her responsibilities for children's learning and development and overseeing the educational programmes. She regularly observes the staff as they interact with children to ensure equality and that the provision is supporting children's needs effectively. Periodic one-to-one meetings with staff supportively evaluate their practice and help promote the best outcomes for children. Although staff appraisal systems are in the process of implementation, the manager is proactive in providing effective opportunities for staff to discuss and further their professional development. For example, she is undertaking a management course to further her professional practice and is supporting a member of staff with level 2 training in childcare.

There are good self-evaluation processes. The manager gathers the views of staff, children and parents which help her to identify the club's strengths and weaknesses well. The documents illustrate challenging targets for future development and demonstrate the club's strong commitment towards continuous improvement. For example, the manager plans to introduce a newsletter, which will give parents a greater insight into the club's activities and events, and which will value children's contributions. Partnerships with both the school and external agencies help to support children's individual needs well. During discussions, parents comment that children are very happy, and reluctant to go home after their time in the club. They feel that staff are extremely supportive and understand their children well. They particularly value the strong communication links between the school and the club and feel very well informed about all aspects of children's well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464614
Local authority	Gloucestershire
Inspection number	924122
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	26
Number of children on roll	43
Name of provider	Sarah Jane Williams
Date of previous inspection	not applicable
Telephone number	01594 528426

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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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