

# The Willows Before And After School Club

Hopwood CP School, Magdala Street, HEYWOOD, Lancashire, OL10 2HN

<b>Inspection date</b>	09/05/2014
Previous inspection date	09/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The well-embedded key person system helps children to form very secure emotional attachments with staff who skilfully support their play.
- Staff work in close partnership with key people at the school to complement children's learning. As a result, the educational programme is exceptionally well planned by skilled and knowledgeable staff.
- The club's social and recreational ethos is promoted extremely well through a balance of child-initiated and adult-led activities, which are stimulating and challenging.
- Arrangements for safeguarding children are firmly embedded. Strong policies and procedures are implemented consistently to promote children's safety and welfare exceptionally well at the club.
- Working in partnerships with parents is an integral part of the provision. As a result, children's individual needs are quickly identified and met highly effectively.
- Systems for self-evaluation are extremely rigorous. Areas for development are listed on the club's action plan and reviewed regularly to continually improve children's care, learning and play.

## **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 looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed with the club's manager and a director in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications.
- The inspector discussed issues arising from the club's self-evaluation and action plan.

## **Inspector**

Cathleen Howarth

## Full report

### Information about the setting

The Willows Before And After School Club opened in 2008. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club is privately owned and run by a board of directors who run two other settings. The club operates from the Foundation Unit within Hopwood Community Primary School, in Heywood near Rochdale. There is provision for outside play in enclosed areas. The club provides before and after school care for children attending the school. It is open during term time on each weekday from 8am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. Currently, there are 48 children attending and of these, five children are in the early years age range. There are three staff working directly with the children. Two have an appropriate early years qualification at level 3 and one at level 2. Two directors, who are actively involved at the club, have attained relevant qualifications at level 7 and both hold Qualified Teacher Status. The club receives support from the local authority. It has achieved the High 5 Quality Award Stage 5; which the local authority refers to as the highest level of achievement within the award.

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

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

- consolidate reflective evaluation to enhance existing provision for children who wish to relax, play quietly and sleep in a homely environment.

## Inspection judgements

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

Staff place a strong priority on supporting children's personal, social and emotional development; promoting their physical development and reinforcing and extending their communication and language skills. Securely embedded systems are in place to provide a broad range of stimulating activities that highly effectively complement children's learning at school. The club's manager and two directors work collaboratively with staff from the school and they know individual children very well, such as their interests and capabilities. The information obtained from school noticeably informs children's activity plans. Every effort is made to complement, reinforce and extend children's learning at school through school themes and topics. For example, Bears, Under the Sea and Ourselves. Parents are invited to the club and are purposefully involved in children's learning. For example, a parent who is a science teacher demonstrated an exploding volcano made with toothpaste. Staff at the club clearly understand how children's sensory awareness supports their creativity by arousing their imagination and curiosity through exploration of texture and temperature. During sensory play children experiment with different textures when they make their own gloop with cornflour and water, to reinforce the concept of solid and liquid. Traditional board games help to develop children's small muscle skills and

reinforce their learning in all areas. Numbered bingo sheets provide fun opportunities for children to practise number skills. Team board games are highly effective in promoting children's personal, social and emotional development. For example, children learn how to manage moments of excitement, frustration and disappointment. They learn about winning and losing and the practice enables them to try again. Children's communication and language skills are promoted extremely well through high levels of consistency. For example, staff use open questions and children learn to follow simple directions and express their thoughts, ideas and concerns.

Children have easy access to an excellent range of reading materials. For example they self-select picture story books, folktales and fables, nursery rhymes, alphabet books, counting books, rhyming books and information books like the world atlas, dinosaurs, and seasons of the year, food and animals. Children have great fun playing outside where they jump, climb, balance; throw, catch and kick balls and build dens out of crates. A children's favourite activity is football on the new all-weather soft surface play area. These activities develop children's muscle tone and large muscle skills extremely well. Children use peg boards and manipulate small objects. They draw, colour, cut and paste to promote hand and eye coordination and develop their skills. Staff facilitate children's learning exceptionally well. For example, they complement learning at school when children create, design and paint butterflies to take home. Staff model the activity and show children how to fold the paper in half and to press hard to make identical butterfly wings. Staff highly effectively use open questions to converse and discuss children's achievements. Children are consistently encouraged to share their thoughts and feelings with other children and they find solutions by working collaboratively with their peers. For example, children accidentally smudge their creations and they ask a member of staff to repeat the illustration. They eagerly persist until they achieve their aim, which is to make a perfect whole butterfly. There are other excellent opportunities for children to investigate and examine mark making resources and materials. They use a variety of techniques to explore colour, line, shape, space, form and texture; which helps to develop children's visual, spatial and tactile awareness. The club's social and recreational ethos successfully enables children to learn through their play and they clearly demonstrate the characteristics of effective learning.

The children's key person regularly completes written observations. They listen and take note of what they see and hear. Observations and comments from children, parents and other key people are obtained and used highly effectively to identify children's individual interests, learning styles and capabilities. Staff track children's achievements with an assessment tool, which clearly demonstrates children are working comfortably within the typical range of development expected for their age; taking into account their starting points. Children's activities are planned and organised exceptionally well to support their next steps. High levels of consistency enable staff to facilitate children's learning and development well by modelling activities, asking open questions, encouraging children to pronounce words correctly and praising children's achievements. Children's learning at home is promoted extremely well. For example, for Valentine's Day children made cards for their parents and invited them to the club for cake and milkshakes and waited on them. Some children took cakes home to decorate. Parents are routinely kept informed of their children's progress towards the early learning goals. As a result of these measures,

staff effectively support children to acquire the skills, attitudes and dispositions they need to be ready for their next stage of learning in an orderly, relaxed, social environment.

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

Highly organised introductory visits help children familiarise themselves with the club and a buddy system is in operation. Older children befriend and mentor children in the early years age group, therefore, children's personal, social and emotional development is promoted extremely well in a warm, caring, supportive environment. Relationships with parents are strong and established through the key person system. Staff welcome children and their parents to the club and children feel valued and cared for. Their self-esteem is promoted highly effectively, which helps children form secure, emotional attachments. Snack time is a social occasion, when children relax and sit together enjoying a variety of nutritious food and drink. They know to wash their hands before they eat to stop germs from spreading. They pour their own drinks and choose what they would like to eat. Staff teach children about the importance of eating healthily. This is promoted extremely well through activities and themed events, such as food and drink from Germany. Children tasted German sausage and cake and a drink made from berry fruits. They learn about dairy products and different textures. Food tasting includes butter, cheese, yoghurts, milk, cream and buttermilk.

Children enjoy fresh air and exercise through free-flow access to energetic outdoor play. The quiet area is used by children who wish to relax, play quietly and sleep after a long day at school. This area is currently under review and prioritised on the club's action plan, as domestic type furniture and soft furnishings have not yet been replaced to further enhance the provision and outcomes for children. Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. Activities, like the exploding volcano and food tasting are risk assessed. Children are reminded not to experiment at home unless they have permission and are supervised by an adult.

Children learn about the effect their actions have on others. For example, minor disagreements are sorted out without adult intervention. Children reflect on what has happened and think about what they can do to resolve the situation. They know to talk calmly and assertively to prevent situations from escalating. Overall, children behave well and they are respectful and considerate towards each other. Measures like these, with consistent support from staff, enable children to feel secure. Staff encourage behaviours that are highly effective in promoting children's good health, well-being and their understanding of risk.

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

Staff have secure knowledge and understanding of how to protect and safeguard children. Policies and procedures are fully understood by staff and implemented consistently. Staff's awareness of child protection issues is impressive because they receive guidance and

training from the experienced and highly qualified directors who cascade training to all staff within the organisation. Highly effective management of risks and daily checks of the environment ensure that children play in a safe environment. Staff are vigilant and arrivals and departures are continuously monitored. Children cannot leave the premises without a known adult. There are robust selection, recruitment and vetting procedures in place in addition to effective staff induction and appraisals to ensure only suitable adults work with the children. The manager in collaboration with staff at the school takes responsibility for overseeing the educational programme. She ensures its effective implementation by completing peer observations and giving constructive, critical feedback to the staff team. Children have access to a broad and balanced curriculum that focuses on the prime areas of learning and imaginatively covers all areas of learning.

The manager and staff team are committed to their work with the children. This is reflected in the low turnover of staff and their enthusiasm and enjoyment they demonstrate when interacting with the children. Priorities for improvement are clearly identified in the club's action plan and through highly effective self-evaluation. Parents, children and staff from the wider school community and other staff from within the organisation contribute well. In addition, staff work closely with the local authority. They have attained the highest level of achievement in relation to the quality assurance award. Staff constantly reflect on their practice and make continuous improvements; striving to provide the best possible care and education for children. The manager ensures that all staff have ongoing opportunities for further training. This is discussed and agreed at staff appraisal meetings and any mandatory training is updated as required. Collaboration with parents and other professionals is exceptionally strong and makes a significant contribution to meeting children's individual needs. The actions and recommendations raised at the last inspection have been fully addressed and implemented. For example, risk assessments are now an integral part of the provision. Staff have significantly developed their knowledge and understanding of the Early Years Foundation Stage. They routinely plan children's activities taking into account their interests, capabilities and learning styles and they complement children's learning at school. These measures are highly effective in promoting children's care, learning and play.

Close monitoring of children's progress by staff at the club in liaison with other key people, ensures that any gaps in learning are swiftly identified. Children receive the appropriate support and interventions they need so that no child is disadvantaged. The head teacher and other school teachers are invited into the club. They share relevant information about children's learning and development and children are well supported as they move on to the next stage in their learning. Parents have easy access to a broad range of organisational policies and procedures including information about what to do and who to contact if they have any concerns. As a result, staff at the club promote a seamless approach to delivering the Early Years Foundation Stage. Parents are complementary about the club. They say that 'staff take account of our suggestions' and 'the club is well organised and managed effectively'. A parent commented 'my child is happy and safe'.

### **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	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

<b>Unique reference number</b>	EY358521
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	820967
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of provider</b>	The Willows (Rochdale) Ltd
<b>Date of previous inspection</b>	09/10/2008
<b>Telephone number</b>	01706 654 085

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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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