

Woodies Out of School Club

Woodseats Primary School, 670 Chesterfield Road, Sheffield, South Yorkshire, S8 0SB

Inspection date	12/05/2014
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children form strong attachments to the staff, which supports their well-being.
- Parents have a positive view of the club and therefore feel that their children are secure.
- All staff have a good understanding of the safeguarding procedures within the setting. Therefore, the children remain safe whilst in their care.

It is not yet good because

- There is no information available to staff and parents within the setting's policies about the procedures for the safe use of mobile telephones and cameras.
- Behaviour management is not yet consistent throughout the setting. This means that the children are not always aware of the adults' expectations.
- There are no systems for observing and recording the children's progress. Therefore, staff do not have all relevant information needed to plan effectively for the next stage of children's learning.
- Children do not have an assigned key person to help them become familiar with the club, offer a settled relationship or to build a relationship with their parents.

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 conducted meetings with a number of parents and discussed their views.
- The inspector spoke to the manager and the staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked a sample of policies and procedures.

Inspector

Jessica Otter

Full report

Information about the setting

Woodies Out of School Club is run by a voluntary management committee. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2000 and operates from two rooms in the basement of Woodseats Primary School in Sheffield. Children have access to an enclosed outdoor play area. The club is open Monday to Friday, from 8am to 9am and from 3.30pm to 5.45pm during term time, and from 8am to 5.45pm during school holidays. There are currently 70 children on roll. Of these, seven are within the early years age group. There are four regular members of staff, including the manager, who work directly with the children. Of these, three hold an appropriate level 3 qualification in early years and/or playwork, and one is currently working towards a level 2 qualification.

What the setting needs to do to improve further

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

- adapt the current safeguarding policy to include information on the safe use of mobile phones and cameras within the club
- establish a key-person system to help ensure that each child's care is tailored to their individual needs, and to offer them a settled relationship and build a relationship with their parents
- implement systems to observe and assess children's progress, and use this information to plan effectively for the next steps in their learning.

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

- improve the strategies used for behaviour management so that the children are cared for in a positive learning environment.

Inspection judgements

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

The club has planning in place to ensure that children have access to a variety of interesting and stimulating activities. They work in close partnership with the school, ensuring that these compliment what the children have been learning during the day. For example, when some of the children learnt about the Romans at school, staff planned activities in accordance with this and selected a number of resources, enhancing their

learning in this area. The outdoor area is used on a frequent basis, which children thoroughly enjoy, and staff ensure they have access to appropriate equipment in order to develop their gross motor skills.

Generally, staff use appropriate strategies to support children's learning. Staff use questioning to extend children's knowledge, strengthen their communication and language skills, and provide challenge. However, there is currently no system in place to monitor and assess the children's progress. This means that staff do not have all of the information they need in order to plan effectively for the next steps in children's learning. Consequently, this prevents the children from making the best possible progress, as they are not able to tailor the learning to the individual needs of each child. Children with special educational needs and/or disabilities are generally well supported, and staff keep in close contact with the parents and other settings to discuss any special requirements they may have. There are a number of children who speak English as an additional language, and they come from a variety of cultural backgrounds. Staff at the setting are aware of this and put procedures in place to accommodate their needs, such as catering for any specific dietary requests.

Parents are welcomed into the setting, staff use daily meetings to update them on the routines and activities children have taken part in. They gather information about individual children's needs when they start at the club and use this to ensure their needs are met.

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

Children attending the club generally feel safe and secure, and have formed positive relationships with staff. However, children are not assigned a key person, so that when they first start they have a consistent adult to help them to settle in or benefit from a settled relationship that also supports good information sharing with parents. Children are encouraged to be independent learners through a number of different methods, allowing them to develop their confidence and self-esteem. For example, they self-register and have opportunities to select their own resources, based on their individual interests. The environment is stimulating and staff work hard to make this an inviting area for the children by displaying their work. This also creates a sense of belonging for everyone who attends. Staff lead team games and use this as an opportunity to educate the children about the importance of playing cooperatively, working together as a team and playing safely. These are all skills which are imperative, preparing the children for their next stages in learning. Children of different age groups play well together, and they fully respect and care for each other. The older children frequently support the younger children in their learning and development, and close friendships form.

The care and routines of the club are well established, and the children recognise the importance of good hygiene, such as washing their hands before handling food, this is encouraged by all members of staff. Healthy living is an important feature of the setting and the children are encouraged to eat healthily during snack time. Staff are aware of the significance of being good role models and have high expectations of all the children. There is a policy in place with regards to behaviour management; however, this is not always followed consistently throughout the setting. Therefore, the children are not always

aware of what is deemed as acceptable behaviour.

Staff have initial meetings with the parents to ensure that the settling-in process runs as smoothly as possible. This also allows the children to feel comfortable, both emotionally and physically, once they begin. Safeguarding procedures are in place and staff have an understanding of what their role is with regards to this. Therefore, the children remain safe whilst in their care. Parents comment positively on the level of care their children receive at the club, particularly with regard to the effective reporting of accidents and ensuring that the children are safe when leaving the premises.

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

The safeguarding policy is reviewed on a regular basis, helping to make sure that staff have a clear knowledge and understanding of their responsibility to keep children safe from harm. However, it does not highlight the appropriate and safe use of mobile phones or cameras by staff and visitors. This is a breach of requirements, meaning that staff and parents do not have access to the information they need in order to fully promote children's safety.

A variety of policies and risk assessments are in place, and are reviewed on a regular basis. Staff also make certain that the premises remains safe and secure for the children to play, and checks are completed on a daily basis to ensure that this is the case. Visitors are closely monitored and steps have been put in place to ensure that intruders are unable to enter the setting. Staff have completed relevant first-aid training and are able to respond to the children in an emergency, or treat minor injuries accordingly. These processes highlight that the children's health and safety are of prime importance to the club.

The club has an improvement plan in place and the process of self evaluation is developing. Staff are subject to regular appraisals and any training needs are highlighted. As a result, the manager is aware of some of the training needs of the staff, understanding what procedures need to be put in to place in order to improve the daily running of the club, to achieve consistently good outcomes for children. Parental involvement plays an important role within the club and there is open door policy operated at all times. Parents are invited to the committee meetings, which are held on a regular basis. Gaining feedback and suggestions from the parents is a priority for the club. From these views, they develop and improve areas of their practise where necessary. Most children attend the school where the club is held. However, some children attend from other schools. The club is aware of the importance of developing good systems to share information with all other settings that children attend, and is proactive in developing these links. This is done in order to ensure that children's learning is complemented whilst in their care, and any necessary interventions are put in to place, should they be needed.

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

Unique reference number	300939
Local authority	Sheffield
Inspection number	818630
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	70
Name of provider	Woodies Out of School Club Committee
Date of previous inspection	17/06/2010
Telephone number	07977306559

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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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Piccadilly Gate
Store St
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M1 2WD

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