

Woodpeckers

Westdale Childcare and Education Unit, Westdale Infant School, Westdale Lane, MAPPERLEY, Nottingham, NG3 6ET

Inspection date	28/04/2014
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 safeguarded well. This is because practitioners have a secure understanding of their role and responsibility to protect children and use effective methods to minimise any potential hazards to them. As a result, children are able to play and learn safely while in the setting.
- The key person system works well, ensuring children have appropriate time to settle. This is because practitioners work sensitively with parents, which offers a good contribution that children receive the necessary support for their individual needs.
- A quality workforce is maintained by robust monitoring of practitioners' performance, which ensures practitioners complete regular training to which children benefit.
- The good quality of teaching enables children to make good progress in their learning and development.

It is not yet outstanding because

- Children's already good all-round skills are not always maximised because practitioners sometimes do not extend the use of activities during play for individual children.
- Compared to the good range of activities and resources inside, children have fewer resources outside that are as interesting and challenging. As a result, they are less able to explore and investigate independently.

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 spoke with the registered individual, the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector discussed observations of activities with the manager throughout the inspection.
- The inspector sampled a selection of documentation, including practitioners' qualifications and suitability checks, documents relating to children's welfare and learning and written policies and procedures.

Inspector

Judith Rayner

Full report

Information about the setting

Woodpeckers After School Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a portakabin on the school site of Westdale Infant School in the Mapperley area of Nottingham. The club mainly serves children who attend the host school. During the holidays it is open for the whole community. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one is unqualified. The club opens Monday to Friday, from 7.45am to 9am and 3pm to 6pm, during term time and from 7.45am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- reflect more closely on how resources are used and play is planned for individual children so their learning is maximised and that they make more rapid progress while building upon their already good skills
- increase the range of toys and activities outside so children have even more opportunities to explore and investigate independently.

Inspection judgements

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

Close links are well established with the host school, which enables practitioners to plan play and a good range of activities for all children, which is overseen by the manager. The manager is a good role model and has a good understanding of child development and successfully implements her teaching skills in practice. However, children's already good skills are not always maximised because practitioners sometimes do not reflect closely enough on the way they use activities when continuing to enhance pertinent play for individual children. For example, children access construction and although practitioners interact with children about shape, colour and size they miss the opportunity to extend the activity by adding more resources. Practitioners successfully observe children in their play and effectively track their progress. Discussions are held with parents from when the child first starts helping practitioners settle and support children in their learning and development. Children's progress is recorded in their own development file, which is also regularly shared with parents. This keeps parents informed of their child's progress and further ideas to continue to support their child's learning at home. Teachers are also informed of any emerging issues or concerns, which ensures that children's learning needs

are swiftly identified allowing practitioners to plan more purposeful activities to support children in their progress.

Children are kind and helpful with one another. Older children help the younger children serve out snacks which is also supported effectively by practitioners. Practitioners carefully guide children with open-ended questioning and allow appropriate time to answer the questions asked. This helps children work out their own solutions and provides further opportunities to think critically. Children consolidate their friendships further during snack time. Their social skills are enhanced well because practitioners teach children to respect others and acknowledge their help. For example, children say 'please' and 'thank you' when they are handed a choice of sandwiches and fresh fruit and vegetables during snack time. Practitioners further enhance children's already good language skills. They encourage children to talk about events of the day and what they would like to play with when they have finished their snack. Practitioners help children to be confident by providing good opportunities in various activities to further enhance their self-help, physical and social skills. For example, children show good levels of independence as they are able to dress and undress themselves and attend to their own toileting needs.

Outside, children thoroughly enjoy exercising in the fresh air and further enhance their large muscle skills. This is because practitioners support children well in explaining the benefits of trying more challenging apparatus and encourage them to have a go. As a result, children develop their confidence and show an interest in using activities and resources that help with their balance and strength. Practitioners understand the importance of continuing to support children's all-round development and provide a suitable selection of activities and good supervision of children to continue their learning. Some children play imaginatively with their older peers. They happily engage in conversation creating their own characters to act out role play. They use good language skills to describe events and characters in the game. Children extend their own learning appropriately outside by seeking out further resources, such as paper and pens. They make marks producing some clearly formed letters. Practitioners supervise children well outside and understand the importance of having a balance of child-initiated and adult-led activities. Overall, practitioners have good teaching skills and as a result, children continue to make good progress, which complements the learning that takes place in school.

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

Children's behaviour and self-esteem is good. Children feel good about themselves and feel pleased and valued about what they have achieved. They show good levels of confidence and are familiar with and adhere to the boundaries and expectations positively set by practitioners. Children are happy and settled in the club. They enjoy their time there and behave well both inside and outdoors. For example, when they first arrive they know to sit on the floor and wait for their name to be called before getting ready for snack time. The key person system works well ensuring children have appropriate time to settle and then move on to the next stage in their learning smoothly. For example, practitioners share relevant information about the child, such as their current targets for the next steps in their learning. They also use information received from other professionals, such as teachers to continue providing appropriate all-round care. Children have appropriate time

to settle because practitioners work sensitively with parents, which offers a good contribution that children receive the necessary support for their individual needs.

A welcoming and mostly stimulating environment is presented to all children, parents and visitors. Inside, toys are safe, stimulating and presented attractively to encourage children to explore independently. Children enjoy construction as an immediate activity to help them settle during their move from school to the club. They also show good levels of independence when making choices, such as choosing to play inside or outdoors. Outside, children move around with ease and confidence while choosing some toys of their own choice. However, compared to the good range of activities and resources inside, children have fewer resources outside that are as interesting and challenging. As a result, they are less able to explore and investigate independently. Children enjoy spending time outside, running around and enhancing their large muscle skills while exercising in the fresh air. This is a daily occurrence because practitioners understand the benefits for children and implement this in the daily activity plans. Furthermore, children are familiar with the range of climbing apparatus from school which enhances their confidence when trying more challenging resources.

Children's health is effectively promoted because practitioners are good role models. They help children learn about keeping healthy through daily tasks and activities. For example, children are learning about the importance of washing their hands and wearing aprons when they help prepare and serve healthy snacks to the children. Healthy meals meet children's individual dietary requirements successfully. Children are good eaters and enjoy snack time while they happily enhance their social skills with their friends. Children learn about their own safety because practitioners monitor and carefully remind them of appropriate levels of drinking water they should access. Furthermore, children regularly participate in emergency evacuation drills to help them learn what to do should they need to leave the building quickly.

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

Practitioners have a secure knowledge and understanding of safeguarding and what they need to do should they have any concerns regarding a child in their care. They are familiar with the written policy and procedure and confident to make a referral and notify the regulatory body of this. Children are closely supervised and all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Effective procedures are in place for any eventualities regarding the safety of children. Robust systems are embedded for ensuring all practitioners working with children are suitable to do so. This also includes any concerns regarding the suitability of practitioners. Practitioners oversee the transitional time between school and the club to ensure children are safe and monitored closely. Children receive good levels of supervision as the manager ensures that practitioners are effectively deployed and suitable ratios are maintained. Furthermore, practitioners ensure children are monitored closely during snack time. For example, practitioners support children while helping them serve sandwiches. A good range of written policies, procedures and records successfully underpin the running of the service that the club provides. For example, a complaints policy is shared with parents so

they know what to do should they have any concerns regarding the service offered. The manager and owner oversee all records regarding risk assessments. This enables them to track any emerging patterns or incidents and take swift action if necessary. For example, practitioners provide jugs with appropriate amounts of drinking water for children to drink and monitor their intake to ensure that they drink it safely and remain healthy.

Regular supervision and annual appraisals identify practitioners' training needs and monitors their suitability effectively. This ensures that a quality workforce is maintained and that the club offers an effective service to children and their families. The manager and owner have a good understanding of reflecting on the service that is offered and take action to improve learning outcomes for children. The recommendations made at the last inspection have been successfully addressed, which promotes children's learning. For example, improvement has been made with the host school ensuring that communication is more effective to identify and promote children's all-round learning. Furthermore, practitioners value parents' ideas and suggestions and also talk to children about what they like to play with. The manager uses this information to monitor the educational programmes and practitioners' performance. This ensures all children receive a good balanced range of play and experiences at the club so that they continue to make good progress.

Practitioners work sensitively with parents, which offers a good contribution that children receive the necessary support for their individual needs. Parents spoken to are generally happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Parents feel comfortable about sharing information about their child. They also value the time offered by practitioners who share information about how their child has been and how well they are settling at the club. This ensures all children's needs are identified and met. Practitioners speak to the school about children's care needs and take steps to use this information to promote children's well-being. They also link with teachers to build upon children's individual learning so that they are able to implement appropriate activities to continue to enhance children's 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	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	EY446814
Local authority	Nottinghamshire
Inspection number	967722
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	72
Name of provider	Woodpeckers After School Club Limited
Date of previous inspection	10/01/2013
Telephone number	07801985975

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

