

# Willowdene Club

Christ Church, Reading Road, Chineham, BASINGSTOKE, Hampshire, RG24 8LT

## Inspection date

Previous inspection date

10/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- Staff plan and provide children with wonderful, rich and purposeful activities, in a different format than they would be presented at school.
- Children benefit from inspiring teaching and nurturing as staff routinely reflect on their own practice and have high expectations for themselves.
- Staff place a high priority on helping children develop strong personal, social and emotional development skills and as a result children tend to behave positively.
- Excellent procedures are in place to promote children's safety and welfare outside as well as at the club.
- Staff are immensely caring and sensitive to children's needs.

## 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 a wide range of activities across all areas of the after school club and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the club's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Willowdene Club registered in 2013 and is privately owned. It offers before and after school care during the school term time. It also offers two holiday clubs which open throughout all holidays with the exception of the Christmas period. Willowdene is affiliated with Willowdene Nursery School and a further nursery provision based at Sherfield Park. The club operates from Christ Church, in Basingstoke, Hampshire and uses various areas of the building including two large rooms, the kitchen area and outdoor space. The club is open from 7.30am to 9am for breakfast and school drop off and from 3.30pm to 6pm each day during school term times. Children attend from the local surrounding areas and the club serves a number of local schools. All facilities are on the ground floor and are suitable for wheelchair access. Staff welcome children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 116 children on roll across all Willowdene clubs, all of whom are under 12 years of age.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It employs eight staff who work directly with the children, three of whom hold appropriate early years qualifications. Three staff have specialist qualifications in other areas, one is unqualified and another is employed to provide individual support for one child. A minibuss driver is also employed by the nursery.

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

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

- clearly record best practice so that it may be distributed across the team and to a wider audience.

### Inspection judgements

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

Staff provide rich, varied, and imaginative experiences for children at this out of school hours club where children flourish in their care. Staff make excellent use of the short time available during breakfast and after-school club to accommodate meals, relaxation, and discovery. Holiday clubs for school or pre-school aged children run separately, enabling staff to build upon and extend the current interests and achievements of the different age groups. Activities in all clubs cover an extensive range of subjects, inspiring children to have a go at novel experiences and identify new hobbies. The focus of all out of school clubs is to concentrate on the prime areas of learning and development for young children. Consequently, staff place a high priority on fostering successful communication and language strategies, enhancing children's personal, social, and emotional skills as well

as strengthening new physical skills. They do so when children are on the bus, walking to activities, gathered around the meal tables and through child-initiated or adult-led activities. In practice, this team also plan and offer exceptionally good projects that also cover the specific areas of learning and development. They do this in a way that is very different from children's school life. This helps to keep the pace, diversity and appeal of both learning environments fresh and exciting for all children. As a result, children are well motivated, very eager to join in and practise many new skills.

Staff have high expectations for themselves as well as for the children in their care. They make sure they know children well, and plan activities that stem from the children's enthusiasm. For example, children's imaginations ignite when an interest in ancient Egypt expands into the design, construction, and presentation of their own museum collection. Children use an extensive range of media and materials to investigate craft and decorate copies of Egyptian artefacts. Children search books and the internet to research patterns, uses and the lifestyles behind the artefacts. Staff challenge children's mathematical, construction and scientific skills by providing a range of templates or materials for them to use to model pyramids. Young children aspire to, and meet challenges well above their age as they engage with the excitement of the older children. Staff think this through and prepare materials suitable for all ages. For example, older children try building pyramids with old matchsticks and sticky tac, while younger children experiment with spaghetti and marshmallows. Staff evaluate every activity at the end of each session to assess their own quality of teaching as well as the impact on children's learning and enjoyment. They use this information to develop ideas and plan new challenges for the following day. Children therefore mix games, puzzles, sports, and crafts that are easily accessible to them, with one-off experiences carefully designed to capture their imaginations and build upon their natural curiosity. Children develop their skills as highly effective learners independently and through group negotiations, problem solving and joint achievements.

Management and staff meet the requirements of the Early Years Foundation Stage as they diligently monitor the progress of children in this age bracket. They upload observations and photographs of children's achievements onto an online tracking system, which enables parents and carers to link in with their children's learning. Staff review children's progress over time and develop plans to attend to any gaps or particular strengths in children's learning. Staff work closely with the local schools and share their observations with them. Similarly, teachers identify specific targets to meet the needs of individual children. Staff at the clubs prepare activities and allocate time to add their support for children's learning and development. As a result, children excel in their progress towards targets and early learning goals.

Parents say they are very happy with the balance of fun and relaxation, new interests and safety provided by staff at the clubs. They feel confident that their children's time is well spent. Parents also have plenty of access to their children's activities through regular updates, photograph albums, learning journals and presentations.

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

Children thrive in the warmth and care of staff who listen to the trials and accomplishments of their days and who provide a secure place where children know they are valued. Each child has a key person who has a comprehensive understanding of his or her individual needs. Exchanges with parents and carers at drop off or pick up times help to ensure the transfer of information that keeps children's days running smoothly. Children display high levels of confidence and comfort in their surroundings and strong and trusting relationships with staff.

Staff are highly sensitive to children's needs and effectively use their knowledge to promote children's feeling of self-worth as children talk about how they and others show feelings. This helps children learn to express their likes and dislikes in positive ways, take account of one another's feelings, and make and sustain friendships. Staff's strong focus on developing children's self-confidence and self-awareness is evident in the wide range of performing arts available for children to explore. Staff provide opportunities for children of all ages to investigate different instruments, singing and styles of dance. Children work together to produce small talent shows and enter local competitions. They become more confident, imaginative, and creative in expressing themselves and are more willing to take on new challenges.

Staff deploy themselves and supervise children well across the rooms, outdoor environment and adjacent woodland. This competent flexibility means children experience a wider range of activities across different learning environments. Staff and children enjoy the use of large rooms and a hall for team games and practicing sports techniques. They also make good use of the outdoor patio area for picnics, games, story times, and art activities. Children are keen to play in the fresh air and try out new experiences such as yoga, limbo, and hockey. Staff captivate children's interest in their surroundings as they help them discover tadpoles, frogs, dragonflies, and caterpillars in or near the gentle brook. In the woodland, they guide children to stop and listen to baby blue tits in a nest box and track a red kite as it glides majestically overhead. Constantly aware of children's safety, staff use these excursions to help children think through how to keep themselves and their friends safe. As children learn to manage risks suitable for their ages, they develop a better understanding of responsibility.

Staff are good role models for children, teaching them to be polite and respectful of each other. As a result, behaviour in the setting is very good and children generally interact with each other in a friendly and cooperative manner. Staff help the children to have a positive attitude and to socialise with all ages of children across the club. Staff issue Buddy Badges to encourage older children to take responsibility for new or younger ones as they serve and clear away meals. When older children learn to make spaghetti bolognaise, they also learn to make pasta. The younger children join in with what they can do safely as staff also teach them about nutrition and the importance of a balanced diet.

Staff inspire children by using the contents of kitchen cupboards to unleash a range of scientific reactions. With qualifications in pharmacy and health and safety, staff bring science to life as they help children understand the basics and the excitement of reaction and change. Children watch ice volcanoes erupt, make elephant's toothpaste, and taste chocolate slime. Ever conscious of their safety, staff model simple experiments and lifelong images about the effect of air, water, and solids, as they are heated or cooled.

Children work out the best and safest way to investigate, and work co-operatively to assess their effectiveness, adapting their ideas to other materials or locations. The simplicity of these challenging activities holds the attention of even the youngest children who become deeply involved and concentrate for long periods. Young children begin to understand the fascination of science, learn the value of planning and reviewing tasks and changing strategies when needed. They learn the importance of behaving safely, listening to guidance, and working together as a team.

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

The out of school clubs fit under the umbrella of Willowdene nursery, which has a comprehensive website where parents may access all their policies and procedures to meet requirements for learning and development, and safeguarding and welfare. The owner strives for high standards in all aspects of her provision and has a drive to strongly improve achievement for all the children in her care. Staff are proud of the work they do, pull together as a team who watch out for each other's children and are highly committed to meeting the children's needs. Children engage quickly and happily in activities at the clubs and report 'I love the staff and we're all like a family'. Another child says 'I like the way that the activities are really fun'.

Staff routinely evaluate the quality and impact of their teaching activities with children in the early years age bracket. Robust systems are in place to record their observations, identify next steps in the development, and share these with parents and teachers. This promotes continuity of learning across contexts and provides additional support to close any gaps in children's learning as promptly as possible. Staff note an increase in poor listening skills across the younger group and immediately implement adult-led games designed to enhance listening skills and levels of attention. They make enquiries about glue ear and quickly share any concerns with parents. The clubs also welcome children with more severe special educational needs and/or disabilities and delight in the pleasure shown by all children as they share special moments together. The special educational needs coordinator and manager are diligent in following guidance from parents and external professionals and are proactive in searching for training that may further support children's progress. The quality of teaching generally is of a very high standard with staff excelling in areas of social care, science, music, and healthy eating. The manager's recipe book is much sought after by parents who commend her for introducing their children to a more diverse range of menus. Other areas of practice, such as the science activities, are also worthy of dissemination across the team and to other practitioners. The combination of simplicity of delivery with high standards in health and safety, make these of interest to a wider audience, yet they are 'just' everyday activities within the clubs.

The leadership and management team clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a renewed focus on developing staff's knowledge in safeguarding children with key policies studied and reviewed in monthly staff meetings. A comprehensive child protection policy reinforces staff's knowledge and keeps them alert to measures to keep children safe from risk of

harm and neglect. Contact details for the Local Safeguarding Children Board and Ofsted are clearly on display for staff and parents to use to if required. Systems for vetting, recruiting, and inducting new staff are robust and regular supervisions and annual appraisals help to ensure staff remain suitable to carry out their work with children.

Procedures to promote children's daily safety are very tight. Comprehensive risk assessments for all the indoor and outdoor areas the clubs uses are in place and routinely checked. Children's individual or special educational needs and/or disabilities needs are also fully risk assessed and staff supervise children well at all times. Records and guidance on attendance, accidents, incidents, the administration of prescribed medicines and emergency treatment are clearly presented. All staff have recent training in first aid and clear procedures for taking emergency kits on their outings. Risk assessments for outings further afield are completed as required and all necessary insurance and licensing is in place for the mini-bus driver. Parents speak exceptionally highly of the manager's care for them and their children and of the staff who support her.

### **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>	EY471829
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	948231
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	112
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Marilyn Hargraves
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01256324191

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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.

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.

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