

# Woodys Club

Wood Lane Community Centre, Wood Lane, WEST BROMWICH, West Midlands, B70 9PT

## Inspection date

06/10/2014

Previous inspection date

17/10/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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## The quality and standards of the early years provision

### This provision requires improvement

- Teaching is effectively fostered because all staff are qualified. They understand how to promote children's learning and have high expectations for their achievements, and as a result, children's continued readiness for school is successfully promoted.
- Effective partnership with parents is supported through two-way communication; ensuring children's individual needs are met well. Children and their key persons form close attachments, and children are involved in identifying their own rules for the club, which promotes children's positive behaviour.
- The management team is generally successful in leading the staffing team. Staff have regular supervision, in order to promote the best possible teaching and learning.

### It is not yet good because

- Staff do not always follow the mobile phone and camera policy in place to ensure the highest level of safeguarding for all children.
- Children are not fully aware that outdoor play is available to them every day, so that their physical health and well-being is fully fostered at all times.

## 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 scrutinised a range of documents, including attendance registers, risk assessments, self-evaluation records, the provider's improvement plan and evidence of suitability and qualifications.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities in the indoor play areas and checked other indoor areas used by the children and the outdoor play areas.
- The inspector conducted a joint observation with the manager and held meetings with the manager, the nominated person and the staff at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full report

### Information about the setting

Woodys Club was registered in 2009 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Wood Lane Community Centre, West Bromwich. The club serves the local area and has strong links with the local schools. It is accessible to all children. The club has use of one room and the main hall. There is a fully enclosed area available for outdoor play. It opens Monday to Friday all year round with the exception of two weeks during the Christmas period. The sessions are from 3pm to 6pm during the school term and from 8am to 6pm during the school holidays. There are currently 37 children attending, two of whom are within the early years age range. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and two hold an appropriate early years qualification at level 2.

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

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

- ensure all staff implement the club's mobile phones and camera policy and procedure to ensure children's continued safety and well-being at all times.

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

- enhance children's physical development by informing them that outdoor play activities can be accessed every day.

## Inspection judgements

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

The management and staff have a good awareness of how to support children's learning and development. They facilitate this through the provision of an interesting and challenging environment where children make their own choices about what they want to do. As a result, the characteristics of effective learners are suitably supported. All staff working with the children hold suitable early years qualifications. This ensures that children are supported effectively and that teaching is rooted in the provision of children's activities. The staff know the children well and are fully aware of what they can and cannot do. As a result, activities provided keep children's interest and ensures their engagement in learning. There is a good key-person system in place to ensure the youngest children are suitably supported and that their learning is tailored to meet their needs and interests. There are close links between the setting and the local schools. For example, the staff regularly share observations of children with the school teachers. They

discuss what the child is currently working on at school and facilitate further activities within the setting to support children's individual learning and interests. For example, where children may need further support with letter formation, the staff follow this on at the setting by providing tracing paper and a range of other activities to encourage their handwriting and letter formation skills. In addition, the staff discuss with parents on admission to the club, their child's likes and dislikes at home and at school. As a result, the staff ensure activities and resources are matched to children's needs. This, and the effective key-person systems in place, supports children's ability to settle in quickly at the club.

The staff interact positively with children to ensure their participation in a range of adult-guided and child-initiated activities. For example, during board games the staff join in with the children, making the game fun and ensuring fairness and good turn-taking skills. Facilitating, providing a narrative and setting challenges for children during such games keeps them engaged and on task. Conversations and questions are also used to help develop all children's confidence and communication skills. Children explore their imagination, develop their physical skills and problem solve as they build with construction resources. They like to spend time with their peers as they examine the small world cars and trucks, make comparisons, and talk with one another about their findings such as differences in length and wheel size. This supports children's mathematical development and also helps children to build friendships. Children are encouraged to develop new interests and gain new physical skills, such as using the table-top football game. This encourages their physical and social skills and helps them learn about the benefits of working as a team. As a result, children's continued readiness for school is fostered well. Children use the gaming console to guide them as they vigorously and excitedly dance and learn new combinations of movement. During such times, staff are nearby and offer praise and encouragement so that children have a go. This supports children's physical development as they jump, dance and become out of breath. Children enjoy their time during such activities as they giggle with one another and the staff caring for them. This shows children are happy, settled and enjoy their time at the setting. The children are able to ask for resources that interest them which are stored in the cupboard. This helps children to make their own choices.

The staff spend time talking with parents to ensure a good two-way exchange of information so that both parties are working together to meet the child's needs. This also helps parents to understand how the club supports their child's continued readiness for school and how they can support their child's learning at home. Discussions with parents reveal that children enjoy spending time at the club with their friends and enjoy the company of the staff caring for them.

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

There is a relaxed and happy atmosphere within the club because the staff are approachable and friendly. Children appear confident in their communications with one another and the staff and they know who their key person is within the setting. They approach the inspector with confidence and talk about what they like most about attending the club. However, this is a false sense of security because the safeguarding

policy is not always followed. Consequently, staff are not always a positive role model for children as their use of mobile phones or cameras is not fully controlled to ensure children are safeguarded. Nevertheless, children learn about keeping themselves safe as they talk about road safety on the walk back from school and also during regular fire drill practise. The staff ensure that children are emotionally prepared for their move into the club. For example, they encourage parents and their children to come for visits prior to attending. This too ensures children are able to settle quickly into the setting and that transitions are smooth. Children have space to play and relax and can choose which room they wish to play in with their peers. They have direct access to the outdoor play areas from one of the main rooms. Here they enjoy football and basketball; and chasing one another round in the fresh air. This helps children take risks in the play and to learn about the benefits of physical exercise. At times, however, the staff do not always make it clear to children that they can access daily outdoor play, regardless of the weather. This limits their opportunities to experience physical risk and challenge and promote their good health.

Children independently wash their hands before eating and after visiting the toilet. Their independence is further fostered as they take turns laying the tables for snack times. Snacks provided for children are healthy and include cooked vegetables, such as potatoes and broccoli; and also a range of fruits. Children work together to write their own club behaviour rules which are displayed for them by the staff. They talk about the rules they think are important and why they and their peers should follow them. The staff support the children by reinforcing these rules and ensuring a consistent approach. As a result, children behave well, take turns and have regard for one another and the staff caring for them. Resources within the club reflect the backgrounds of the children attending and a range of other cultures and also positive images of people with disabilities. This helps children to respect and value differences within society.

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

The management and staff have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, all staff now hold a current paediatric first-aid certificate. This ensures children's safety while on the premises and during outings and daily walks back from school. The staff also now ensure that information about medicines administered to children are recorded on separate sheets. This ensures confidentiality at all times. In addition, all staff have attended safeguarding training. They are now confident about identifying possible signs of abuse and know what to do and who to contact should there be any concerns about a child attending the setting. Furthermore, the management have updated the safeguarding policy which is now in line with the Early Years Foundation Stage requirements. The policy includes what will happen in the event of an allegation against a member of staff and procedures to follow with regard to the use of mobile phones and cameras.

The management and staff have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, they are not fully meeting one of the requirements. This is because staff do not always ensure the mobile phones are put back in the locked drawers after they return from the school run. As a result,

children's safety is not fully secured by all members of staff at all times of the day. There are suitable recruitment procedures and ongoing checks of the suitability of all staff within the setting to work with children. Since the last inspection, the staff have improved the systems to ensure they consistently assess children's learning and use this information to support the next steps in their individual development. For example, there is a key-person system in place for all younger children. In addition, key persons collate information from parents about their child's interests and learning. Furthermore, key persons liaise well with the child's school teacher, sharing information both ways. As a result, the key person is able to further support and reflect children's interests and learning in line with what they are doing at school. This supports their next steps in their learning and enhances children's continued readiness for school. Additionally, some improvements have been made with regard to the self-evaluation processes of the setting. For instance, all management, staff, parents and their children are now fully included in the systems. This ensures that all stakeholders have an input and that any targets for further improvement benefit the children and their families.

The management have a good understanding of the learning and development requirements and how children progress and this is successfully cascaded to the staffing team. The systems in place to ensure the monitoring of the teaching and learning programmes for children includes observations of staff practice. This is then fed back to individual staff during regular supervision sessions. This ensures children's learning and development is fostered well. Staff are well qualified and experienced. Partnerships with parents and other providers and professionals are effective. As a result, children's needs are identified and met. Information is provided to parents about the club including activities, outings and visitors. Parents have free access to all policies and procedures and are provided with verbal feedback about their child's day.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY394708
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	963352
<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>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Greets Green Community Enterprises Ltd
<b>Date of previous inspection</b>	17/10/2013
<b>Telephone number</b>	0121 525 2662

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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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