

The Fun Zone at Woodlesford Primary School

Woodlesford Primary School, Church Street, Woodlesford, Leeds, West Yorkshire, LS26 8RD

Inspection date	27/10/2014
Previous inspection date	26/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 encouraged to make choices from a good range of age-appropriate toys and resources. They respond positively to a wide range of activities. As a consequence, children make good progress in their learning through play.
- Staff establish warm and caring relationships with children, which promotes their emotional well-being. As a result, children develop a strong sense of belonging.
- Staff and management keep parents well informed of the club's procedures and children's experiences. As a result, parents make positive comments about the provision and feel involved.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect the children in their care.

It is not yet outstanding because

- Self-evaluation does not fully take into account the information gained from the views of children, parents and staff.
- Occasionally, staff do not provide opportunities to fully promote children's sense of responsibility and independence skills. For example, by encouraging children to pour their own drinks or help prepare their own fruit at snack time.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector met with the manager and looked at children's records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Donna Green

Full report

Information about the setting

The Fun Zone at Woodlesford Primary School was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in Woodlesford on the outskirts of Leeds and provides out of school and holiday care. Indoors the facility has the use of one large playroom with kitchen and toilet facilities. It also has the use of a large room in an adjacent building with a cloakroom and a quiet room with some information and communication technology equipment. The outdoor area is large and enclosed and is shared with the school. The setting is open from 7.30am to 9am and from 3pm to 6pm each weekday during term time. During school holidays care is from 7.30am to 6pm. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and three hold level 2. There are currently 22 children on roll, four of whom are in the early years age range.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of staff, parents and children are incorporated, and to assist in identifying areas for further improvement
- extend opportunities for children's independence to be consistently well promoted during mealtimes, for example, by encouraging children to pour their own water and self-serve their food.

Inspection judgements

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

Children enjoy their time at the setting. On arrival, they quickly settle, confidently explore the range of resources on offer and independently select their activities. Staff effectively observe children, and as a result, they know the interests and abilities of individual children well and make sure they build on these through play and exploration. They actively involve children in choosing their activities and in planning future ones. For example, children collect leaves during outdoor play, staff talk to the children about what they could do with them and they decide to create artwork. Staff liaise closely with the local schools to share information on children's progress and achievements, so that they are able to support children effectively. As a result, children acquire and develop key skills for their future learning.

Staff support children well and encourage them to think and solve problems. For example, during a painting activity children notice that the paint is runny. Staff explain that they may be using too much water on the brushes and show them how to absorb the excess

paint on a paper towel. The children continue to paint and talk about how they could make the paint thicker and express their own ideas of how they can do this. As a result, children are developing critical thinking skills to problem solve. Staff effectively engage children in conversation during activities. For example, they talk to the children about rainbows as they paint and point out how some of the children's paintings look like rainbows. Children engage in conversation with staff about the colours of rainbows. As a result, children are developing an awareness of colours within the natural environment around them. Children's physical development is promoted well through regular access to the outdoor area. They enjoy a wide range of physical activities, such as football and using the climbing equipment. As a result, they develop physical skills. Children are imaginative during their outdoor play, for example, they run and chase each other pretending to be dinosaurs. They talk out loud during such play about how they can change into different animals. Staff effectively enter into imaginative play with children and engage them further into conversation as they ask open-ended questions. As a result, children articulate well, using imaginative conversation during their play.

Staff value the information they gather from parents and the local school's staff to find out about the children's likes, interests and skills. As a result, staff have a clear understanding of children's starting points, which enables them to build on, and complement, the skills and knowledge that the children have already acquired. The children's key person regularly completes observations, effectively identifying children's individual interests, learning styles and capabilities. The key person liaises with parents to keep them well informed about how their child has been and what they have enjoyed.

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

Children's well-being and safety are given priority. Children have very good opportunities to be active and play outdoors and have access to a wide range of equipment. They like to ride scooters, throw balls and explore the outdoor area. This play contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. Staff further promote good health to children through activities. For example, children make displays about healthy eating and grow their own vegetables. They are provided with healthy snacks and regular drinks to keep them hydrated. However, during meal times, staff do not consistently provide enough opportunities to fully promote children's independence and ability to do things for themselves. For example, children are not always encouraged to pour their own drinks or self-serve their own food. Staff are aware of children's individual dietary needs or any allergies through their discussions with parents when children first start. Good hygiene procedures are followed and children follow well-established routines with regard to their personal care. They understand the need for regular hand washing before eating and after engaging in messy activities. Staff help children learn about safety by talking to them about personal safety, such as stranger danger. Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. Written fire procedures are in place, and children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. In this way they learn to recognise potential dangers and how to manage the risks to keep themselves safe.

Children are warmly welcomed on their arrival and staff engage them in discussion about their day. The environment created by staff enables children to feel safe and emotionally secure. As a result, children relax and settle quickly. In addition, the effective settling-in process ensures that children's care needs are well met, and there are good opportunities to exchange information about children's care and well-being with parents. Parents are well informed of their child's activities during their day and receive daily information about activities at the beginning of each session and updates at the end of the session. Parents also receive text updates during the day. This facilitates a smooth move between home, school and the club. The room is well organised to meet children's needs, and toys and resources are easily accessible. As a result, children are independent in their choices for play. This gives them freedom to develop their natural aptitudes and interests, and so supports them in gaining the skills they will need as they move up through school.

Children's behaviour is good. Staff actively involve children in agreeing the rules and are consistent in their expectations. Staff also communicate the behaviour expectations of children to parents. As a result, children form effective friendships and play cooperatively together. Staff are positive role models. They interact well with children, joining in with children's play, promoting good opportunities for children to develop their social skills. Priority is given to fostering children's personal, social and emotional well-being. Staff listen carefully to what children say and provide time for them to express their thoughts. Consequently, children are confident and self-assured when sharing their feelings. Children's achievements and efforts are quickly recognised and praise is given. As a result, children's self-esteem and confidence are effectively promoted.

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

All staff are enthusiastic about ensuring children receive quality care and learning. Staff work closely together and there are regular meetings to provide support and to share ideas to promote good outcomes for children. Effective induction procedures help new staff learn about their responsibilities, and regular appraisals and supervision ensure staff's training needs are accurately identified and addressed. This helps staff to continually improve their knowledge and understanding. The manager fully understands the learning and development requirements and demonstrates a strong drive to ensure children are provided with enjoyable and purposeful activities. As a result, she ensures there is a good range of experiences for children to participate in, which complement the learning taking place during the school day. The management and staff team demonstrate a suitable ability to improve. However, although they are committed to developing their strengths and weaknesses, their improvement plan does not include the views of parents, children or staff sufficiently well. Therefore, the priorities for improvement are not yet precisely focused enough on raising practice and children's achievement by exploring all ideas to the fullest potential. Staff work generally well with parents and have devised ways to more actively seek their views, for instance, through encouraging parents to email their comments. However, this information is not yet consistently used to inform the plans for improvement.

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. Since the last inspection, policies and procedures have been updated and are reviewed regularly. Children are effectively safeguarded because the staff are fully aware of, and are sensitive to, potential and actual harm to children. They are confident and clear about the procedures to follow in the event of a concern about a child or allegation against a member of staff. The setting has comprehensive policies and procedures which underpin staff practice. These are reviewed on a regular basis and parents are made aware of them. All staff have a current paediatric first-aid qualification to deal with any accidents which may occur. Consequently, children are kept safe in a clean and secure environment.

Strong partnerships with parents promote good continuity of care and learning for all children. Staff actively involve parents in children's learning through daily verbal feedback. A parents' notice board is displayed at the entrance to the club, to provide parents with key information. The manager and staff attend school events, such as new parents' evening where they can introduce themselves to prospective parents. Parents also attend a range of activities, such as Easter and the Christmas fair. Parents comment that their children are happy, settled and look forward to attending. They also make positive comments about the range of activities provided for children. There are links established with the local schools. The club is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of liaising effectively with other professionals to ensure children receive further support to meet their needs when required.

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. 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

Unique reference number	EY302879
Local authority	Leeds
Inspection number	861791
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	22
Name of provider	Nicola Wyke-Ulliott and Edward Wyke-Ulliott Partnership
Date of previous inspection	26/11/2008
Telephone number	0113 2825228

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

