

# Woodpeckers ASC

Ernehale Infant School, Derwent Close, Arnold, NOTTINGHAM, NG5 6TA

## Inspection date

04/11/2014

Previous inspection date

16/05/2012

## 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	2
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 are kept safe because practitioners have a suitable understanding of safeguarding and child protection issues and are vigilant to ensure the environment is safe and secure.
- Partnerships with parents and the host school are effective. Regular discussions ensure children benefit from a consistent approach to children's well-being and general development.

### It is not yet good because

- The registered person failed to notify Ofsted of relevant changes due to the lack of knowledge of their role and responsibilities to meet the legal requirements.
- The key-person system is not robust enough to ensure all children form secure attachments with a key person at the setting.
- Supervision is not yet fully effective in identifying and addressing training needs promptly, so that children are cared for by a constantly improving staff team.
- The process of self-evaluation does not provide the club with a clear plan for overcoming weaknesses and identifying areas for further development in order to continually improve outcomes for children over 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 observed activities in the main playroom.
- The inspector spoke with the providers, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at records, planning documentation, and a selection of policies and children's personal records.
- The inspector checked evidence of suitability and qualification of practitioners working with children.

## Inspector

Sue Riley

## Full report

### Information about the setting

Woodpeckers ASC was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room at Ernehale Infant School in Arnold, Nottinghamshire. The club serves children who attend the host school only. Children have access to an outdoor play area. The setting is open Monday to Friday, from 7.45am to 8.50am and from 3.25pm to 5.45pm, term-time only. There are currently 57 children on roll. Of these, 17 are within the early years age range. Children attend various sessions throughout the week. The club supports children with special educational needs and/or disabilities. There are seven childcare practitioners, including the manager, who work directly with children. Of these, four hold an appropriate childcare qualification at level 3, and one holds a 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 the key-person system allows children to form settled relationships with adults within the setting.

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

- review and assess the current supervision procedures, to ensure training needs are promptly identified and met, so that children are cared for by a constantly improving staff team.
- develop further self-evaluation to review, assess and monitor the quality of care, in order to address weaker areas of practice and bring about improvements for children.

## Inspection judgements

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

Practitioners have a good level of knowledge and understanding of the learning and development requirements of the Early Years Foundation stage. They recognise their role in complementing children's learning from school and recognise that children have had a busy day and this is their leisure time where they need to unwind. Consequently, children arrive full of excitement and enjoy their time at the club. They explore the environment confidently and quickly engage in the range of resources on offer, which are easily accessible to them. This develops children's independence and allows them to make

choices in their play. Practitioners talk to children and engage them in conversations. For example, children enjoy using the chalks to make firework pictures and practitioners talk to them about Bonfire night. This promotes children's communication and language skills appropriately. Practitioners interact with interest and enthusiasm in children's play. They encourage children to choose activities for themselves and step in to provide encouragement, praise and suggestions to keep them interested and involved. Consequently, children are good at initiating play and are able to become deeply involved in activities, such as building up the pirate ships or when drawing their pictures. Practitioners engage children in completing jigsaw puzzles and talk about the size and shape of the pieces.

Children are eager to show their drawings to their peers demonstrating that they are proud of what they have done. They know how to take turns and share the resources. Children of different ages interact well together and continue to develop skills that they need for their ongoing learning at school. For example, the older children help and support the younger children when they play their large group game, heads down, thumbs up, by explaining the rules. This effectively promotes their communication skills and confidence in helping others. Practitioners praise children's efforts, as well as their achievements, which helps raise their self-esteem. As a result, children are motivated to have a go. Children are able to benefit from the extensive outdoor space, which provides opportunities for them to develop their larger physical skills. As a result, they develop a range of skills while having fun and playing with their friends.

Partnerships with parents are developing well as practitioners ensure information is effectively shared between school and home. Partnerships with school are very effective in supporting individual children. For example, suitable systems are in place to support children with special educational needs and/or disabilities. Practitioners support children through the transition from school care to after school care by planning relevant activities that interest them. Children talk confidently about why they like coming to the after school club. They like the activities, the practitioners and playing with their friends.

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

Children are reasonably motivated and eager to engage in activities as practitioners offer encouragement through meaningful praise and support. All practitioners are kind and friendly towards children and supervise them well. Each child in the early years age range is not allocated a key person, which means that new children do not know who to go to or know the routines of the session. This leaves them a little lost at times and unsure of what to do next. As a result, some children are not fully engaged in activities and wander around with very little adult interaction and, therefore, are not developing secure attachments with all adults in the setting. Practitioners talk to parents during the settling-in process and information about children's individual needs is collated through registration forms and the all about me document. This helps practitioners to meet children's care needs, such as being aware of any dietary requirements.

Children are cared for in a safe and secure environment, which practitioners check each

day to ensure any hazards are removed. They help children to learn about keeping safe through practising the emergency evacuation procedures. Children behave appropriately because practitioners have a positive approach towards behaviour management. They calmly intervene and diffuse issues quickly and effectively. For example, when a few children start running around a practitioner speaks to them about the dangers of running inside. Furthermore, practitioners are positive role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other. Consequently, children are learning to respect others. The setting is appropriately resourced to provide a variety of learning experiences. Sessions are appropriately organised, so that children access the different types of activities on offer during their visit.

Children enjoy a sociable snack time where they have a choice of healthy foods, such as fresh fruit and vegetables, which are always available. This helps to keep children nourished during their time at the club. Hygiene routines are well established and help children learn the benefits of hand washing. Children have opportunities to be physically active in the outdoor area, so they learn about the importance of fresh air and exercise.

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

The registered provider has not kept Ofsted informed of relevant information, with particular regard to the change in manager and use of premises. This is a breach of the requirements of the Early Years Register and the Childcare Register. However, there are appropriate recruitment procedures in place to ensure that practitioners are suitably qualified, properly vetted and made aware of their roles and responsibilities. This limits the impact of this breach on children's safety and well-being. New practitioners go through a thorough induction process, including health and safety, and understanding how to put policies and procedures into practice. However, regular supervision for staff is not yet embedded, to ensure that practitioner's professional development is consistently improving and that all training needs are addressed in a prompt and timely manner.

Practitioners have an appropriate understanding of their role in safeguarding children and know how to recognise signs of abuse, which may cause them concern. Policies and procedures, risk assessments and other documentation effectively assist practitioners to promote children's welfare. Practitioners ensure that access to the premises is secure and that all children sign in and out of the club. The club has addressed the actions and recommendations raised at the last inspection. However, self-evaluation is not yet fully developed. This means that the setting does not yet have a clear understanding of its own strengths and weaknesses and what action to take, to bring about improvements for children.

Practitioners maintain friendly relationships with parents. Parents are provided with a range of information about planned activities, which their children take part in. Useful information is displayed on noticeboards around the club, including information about the Early Years Foundation Stage. The practitioners have a clear understanding of the

importance of working in partnership with other providers, such as the host school, to ensure smooth transitions. For example, practitioners liaise with the teachers during collection, regarding children's days, which means they are able to create consistency between school and the club.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of Childcare Register).

## 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>	EY414988
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	879843
<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>	36
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Woodpeckers After School Club Limited
<b>Date of previous inspection</b>	16/05/2012
<b>Telephone number</b>	01559 567 622

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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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