

# Woodham Burn Infants Out of School Club

Woodham Burn County Junior School, Humphrey Close, NEWTON AYCLIFFE, County Durham, DL5 4EX

<b>Inspection date</b>	11/12/2014
Previous inspection date	09/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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

- The quality of interactions are outstanding as staff provide children with a rich variety of challenging and stimulating activities. As a result, children make rapid progress in their learning and development as they are actively engaged and motivated in their play.
- Staff have established strong partnerships with parents and local primary schools, which ensures children's individual needs are met and their learning is fully complemented. This successfully promotes children's emotional well-being.
- Children are extremely happy, secure and settled within the highly stimulating environment. They show high levels of confidence and independence as they are eager to learn.
- Staff have an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Detailed policies and procedures are successfully implemented to ensure children are well protected.
- Children's behaviour is very good as they understand the expectations and boundaries. This is because staff are positive role models as they use a number of successful strategies to reinforce appropriate behaviour and provide very clear guidance.
- Leadership within the setting is inspirational. The manager has detailed development plans in place to ensure sustained improvement over time to support children's high levels of achievement.

## 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 of the setting accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection, and through written comments provided on the setting's social media page.

## Inspector

Rachel Enright



## Full report

### Information about the setting

Woodham Burn Infants Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee, which include school staff and parents. It operates from a former classroom within Woodham Burn Infants School in Newton Aycliffe, County Durham. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds an appropriate early years qualification at level 6. The setting opens Monday to Friday, from 7.45am until 9am and 3.15pm until 6pm, during school term time and from 7.45am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 122 children on roll, 21 of whom are in the early years age group. The setting receives support from the local authority.

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

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

- continue to extend the already excellent systems for monitoring and evaluation of teaching practice, for example, by introducing peer observations so that children's progress is maximised to the optimum.

## Inspection judgements

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

Although this setting understands that as an out of school club they do not have to deliver the learning and development requirements, they choose to do so and they deliver them extremely well. The quality of interactions are outstanding and staff successfully promote children's development as they have an excellent knowledge and understanding of how children learn through play. They follow and extend children's individual interests and needs, through an excellent mixture of adult-led and child-initiated learning experiences. Staff are highly skilled and provide children with a rich variety of challenging and stimulating activities across all seven areas of learning. As a result, children are actively engaged and motivated. For example, children show high levels of concentration and develop their creativity as they take part in a selection of craft activities, including making Christmas cards, calendars and garlands. Staff continually ask children what they would like to do throughout the session, which ensures they are eager to learn as they feel extremely valued and appreciated. Staff complete detailed observations, assessments and progress summary reports, which show they have extremely high expectations of children. These documents are used to recognise children's achievements, identify their next steps in learning and track their ongoing progress. Parents are fully involved in their children's learning and development as staff use a number of successful strategies to engage them,

which ensures continuity of care and learning, both within the setting and at home. Parents are given regular opportunities to view their children's learning journey book and are provided with relevant feedback on a daily basis. Consequently, parents feel respected as they are kept well informed. Staff have also established strong partnerships with the host school where the setting is located and other primary schools in the local area. They share relevant information with teachers to ensure children's individual needs are met and their learning is fully complemented. This also ensures children are supported exceptionally well with their move between settings.

The setting has an excellent range of high-quality resources, which are easily accessible to enable children to participate in purposeful play. Staff encourage children to recognise and manage their own personal needs by providing times to be restful and active. For example, children have access to a variety of cosy areas within the indoor and outdoor environment, where they can sit with friends and take part in quiet activities. Children are extremely confident and familiar with the daily routine as they take part in registration time at the start of the session. Staff effectively support children's communication and language development very well as they engage in constant discussion, ask relevant questions, model language, introduce new vocabulary and link letters to sounds. This ensures children are encouraged to develop their problem-solving and critical-thinking skills. Culture and diversity is successfully promoted by staff as they provide children with numerous opportunities to explore different festivals, languages and countries from around the world. This effectively supports children's understanding of the world. This is further promoted as children learn about growth and change over time as they plant a selection of fruit and vegetables in the outdoor area. They also develop their technology skills and coordination as they confidently use the computer keyboard, mouse and printer.

Children have excellent opportunities to develop their early writing and early reading skills to promote their literacy development. For example, children enjoy using a selection of resources, including pens, pencils and paint to make marks, and they show an interest in books and listening to stories. Mathematics is supported very well in the setting as children have access to games, puzzles and construction materials to support their knowledge of shape, size and numbers. They are also involved in regular baking activities, where they learn about weight and measure. Staff effectively promote children's physical development and encourage them to explore, investigate and take appropriate risks. Children have access to an outstanding variety of resources in the outdoor area that can be used imaginatively and creatively in a variety of ways to develop their physical skills. Children's personal, social and emotional development is fostered well as younger and older children play cooperatively alongside each other. As a result, children are highly supported to acquire the skills needed to be ready for school and the next stage in their learning.

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

The indoor and outdoor environments are very well resourced and highly stimulating to support children's all-round development. This ensures children are extremely happy, secure and settled. They form secure attachments and develop strong relationships with each other and staff, which successfully promotes their emotional well-being. There is a

very good selection of children's own work and photographs displayed around the nursery, to ensure they have an excellent sense of self and belonging. As a result, children show high levels of confidence and independence within their surroundings. Staff are extremely caring and sensitive to the individual care needs of children as they offer support, guidance and reassurance when required. Highly effective settling-in procedures ensure staff work closely with parents to share relevant information about children. This means children are emotionally prepared for change and feel comfortable in their new environment. Parents spoken to at the time of inspection comment that their children thoroughly enjoy attending the setting and they feel very informed as communication with staff is great.

Children are encouraged to be independent learners and take responsibility throughout their daily routines. They confidently access their own resources, initiate their own play and help with tasks during mealtimes. This successfully promotes their self-confidence and helps them to develop their self-care skills. The setting provides a varied range of balanced and nutritious snacks to develop children's understanding of a healthy diet and lifestyle. Staff regularly talk to children about healthy eating and implement effective procedures to cater for individual dietary requirements, allergies and medical conditions. There are excellent hygiene practices in place, which supports children's understanding of their own health and well-being. Staff provide daily opportunities for children to be physically active and access fresh air. They enjoy playing in the outdoor area and take part in regular outings in the local area, such as visiting the park, farm and bowling alley.

Staff act as positive role models as they use a number of successful strategies to reinforce appropriate behaviour and provide very clear guidance. This ensures children have a strong understanding of the boundaries and expectations within the setting. Consistent praise and encouragement is used by staff to ensure children feel self-assured. Staff encourage children to use good manners and to be kind, polite and considerate to each other as they play. As a result, children's behaviour is very good because they are consistently absorbed and interested in their learning. Children develop an excellent understanding of how to keep themselves and others safe as staff talk about the importance of safety throughout their activities and daily routines. For example, children take part in regular fire evacuations to ensure they know what to do in the event of an emergency. Health and safety is further promoted as children receive visits from the local police, fire brigade and guide dogs.

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

Staff have an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and fully understand the procedures to follow if they have any safeguarding concerns. The manager ensures staff have an effective understanding of the whistle blowing policy to fully promote children's welfare. Detailed policies and procedures are successfully implemented within the setting to ensure children are well protected. Thorough written risk assessments are completed for both the indoor and outdoor environments to ensure they are free from hazards and to minimise the risk of harm. Therefore, children are

provided with an extremely safe and secure environment. Staff are deployed well and supervise children effectively to maintain their safety and well-being. For example, staff use walkie talkies to communicate with each other when working in different rooms within the setting and children are required to wear high visibility jackets and wristbands when taking part in outings. Robust recruitment, induction and vetting procedures are in place to ensure that staff are suitably trained, experienced and qualified to work with children.

Leadership within the setting is inspirational. The manager is extremely passionate and enthusiastic within her role as she strives to provide high quality care and education for children and their families. She also has high expectations of staff, which ensures they are dedicated and committed to their individual roles and responsibilities. Children make exceptional progress in their learning and development as the manager and staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are covered. This also enables staff to quickly identify any gaps in learning and ensures children who are at risk of falling below their expected levels of development receive appropriate support and intervention. Performance management systems are successful and staff are very well supported to further their professional development through regular appraisals, supervision meetings and training opportunities. As a result, staff are actively encouraged to continually develop their skills, knowledge and understanding. There is now scope to extend the already excellent systems for monitoring and evaluating teaching practice by introducing peer observations so that children's progress is maximised to the optimum. Self-evaluation is effective and takes into account the views of staff, children and parents. The manager has devised detailed development plans to ensure sustained improvement over time to support children's high levels of achievement. Staff strive to promote the best possible outcomes for children and maintain the already exceptional standard. The recommendation following the last inspection has been successfully addressed, which shows an excellent capacity to improve.

Staff have established strong relationships with parents to further support children in their learning and development. Parents are extremely well-informed as they receive daily communication, regular newsletters and questionnaires. They also have access to a website and social media page, which provides them with relevant news and information. Parents are highly complimentary of the nursery and make comments, such as 'Staff are supportive and proactive, they listen to my views and opinions' and 'The setting provides a stimulating and caring environment'. Staff work very closely with the local authority, local primary schools and other professionals, which makes a strong contribution to meeting the individual needs of children.

### **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>	EY367354
<b>Local authority</b>	Durham
<b>Inspection number</b>	849697
<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>	40
<b>Number of children on roll</b>	122
<b>Name of provider</b>	Woodham Burn Infants Out of School Club Ltd
<b>Date of previous inspection</b>	09/06/2011
<b>Telephone number</b>	01325 300 080

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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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