

# Willows Before & After School at St Andrews



St. Andrews C of E Junior School, Sand Street, Soham, ELY, Cambridgeshire, CB7 5AA

## Inspection date

19 June 2015

Previous inspection date

20 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Adults know these children exceptionally well, therefore, understand their learning styles and specific interests. They successfully plan around these, ensuring the children enjoy a superb variety of memorable experiences.
- Children are immersed in a range of outdoor activities, which allow them to run off their energy and unwind after the rigors of their school day.
- Children develop self-esteem and confidence as they design their own scrapbooks, where they record their favourite activities and add their best artwork as a memento of their time at the club.
- Young children feel welcome and included as their buddy child helps introduce them to others and activities they may enjoy. Older children are given additional responsibilities. They enjoy helping to wash up, sign children up who are interested in trips and help care for younger children.
- Children own their club as they write their proposals for activities in the ideas and suggestion's book, and help decide the club rules.
- The strong relationship between adults and parents of children attending means that useful information is shared helping to identify key strengths and areas for development as the setting continually strive to enhance the service provided.
- Children learn the value of happiness during Yellow Smiley Face Day and have fun with adults as they cover their photographs on the staff board with yellow smiley face pictures they have drawn.

## What the setting needs to do to improve further

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

- continue to further enhance ways to offer children opportunities to rest and relax, for example, by providing beanbags or large-floor cushions.

### Inspection activities

- The inspector had a tour of the club with the manager.
- The inspector observed activities taking place throughout the session and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager, and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working within the club and the provider's self-evaluation documentation.
- The inspector took account of the views of parents.

### Inspector

Deborah Hunt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children enjoy an excellent range of opportunities that reflect their interests and learning abilities. High-quality teaching ensures that all children make very good progress in relation to their starting points. Children are confident within daily routines of the club and settle quickly. Interactions between adults and children are lovely, demonstrating long-term relationships they enjoy. Children come for a quick hug while they share details of their school day, before skipping off to play again. Children enhance their experiences with regular role play as they create dances and act out plays in the outdoor classroom. They have many opportunities to extend their mathematical knowledge through regular cooking activities and as they count to 25 before searching for their friends. Children freely access resources and share their ideas about activities they would like to take part in. They enjoy learning about nature, for example, as they search for mini-beasts and create bespoke habitats for those they find. They learn about growing and healthy eating as they plant daffodils for Mother's Day and grow cress egg heads.

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

The unique nature of this club means that children settle very easily, and feel safe and secure in the care of trusted adults. The setting is part of a group of clubs and a nursery, which children attending almost exclusively went to. As adults work in the nursery and out of school club, children and adults refer to themselves as 'An extended family'. Hence, the key-person system works superbly. Children are happy, relaxed and eager to be involved in activities. Almost all children attend the school on site which helps them build good friendships and they love being there. Behaviour is very good, and older and younger children play harmoniously together. Children are actively involved in creating the club rules so happily observe boundaries. Praise and encouragement reinforces good behaviour and children display high levels of confidence and self-esteem. Children have superb fun in the fresh air each day, furthering their physical skills. They benefit from use of the wooded areas, willow den and outdoor classroom that are all part of the school grounds. Their health and well-being is supported by healthy snacks and drinks.

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

Children are safeguarded because all adults have extensive training, and therefore, prioritise protecting children from the risk of harm. Stringent recruitment procedures, induction and suitability checks ensure only those suitable to work with children do so. Regular team meetings within the club, and as a group, promote the sharing of best practice ideas and ensure high quality is maintained. Supervision meetings and annual appraisals are embedded within practice allowing managers to identify training and promote ongoing professional development. Strong partnerships exist with the school as adults speak with the Reception teacher daily to ensure that children receive continuity of care and learning. Parents' views are sought to support assessment of the service. Parents say they value the 'Kind, caring and nurturing' adults and the 'Relaxed atmosphere'.

## Setting details

<b>Unique reference number</b>	EY391833
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	859394
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	David George Seal
<b>Date of previous inspection</b>	20 October 2009
<b>Telephone number</b>	01353 624821

Willows Before and After School at St Andrews was registered in 2009 in its current premises. The club is managed by a private provider and employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday, during school term time only. Sessions are from 7.30am to 8.45am and from 3pm to 6pm.

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