

<b>Inspection date</b>	3 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not ensure all records are easily available for inspection purposes. For example, paediatric first-aid certificates were not made available to ascertain staff's suitability to deal with any minor accidents to ensure children's safety fully.
- The manager has limited understanding of how to recognise and address gaps in staff professional development to improve the overall quality of the provision. The current processes for supervising staff and offering consistent support are not vigorous.
- Staff do not seize opportunities throughout the daily routines to extend children's independent skills further, including reinforcing children's understanding of the importance of healthy eating.
- Self-evaluation is not effective. The manager does not actively include the views of parents, staff and children in the review process to raise the quality of the provision.

### It has the following strengths

- Staff provide a welcoming environment where children build good relationships with adults, older children and one another.
- Staff have developed effective partnerships with parents; they speak highly of the staff and the setting.
- Secure relationships with the school ensure continuity in children's care and learning. Staff effectively complement and extend what children learn at school, to support their future education.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all required documentation, including staff records, is easily available and accessible at all times</li> </ul>	17/11/2016
<ul style="list-style-type: none"> <li>■ implement effective processes for supervision, to ensure staff receive appropriate support to identify and address any training needs, to improve their overall practice.</li> </ul>	17/11/2016

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

- explore opportunities throughout the day to enhance children's independence skills and to develop their understanding of a healthy diet
- develop self-evaluation processes to include the views of parents, staff and children, to help recognise strengths and areas for development, and continually improve.

### Inspection activities

- The inspector reviewed documents, including staff suitability checks and some training certificates.
- The inspector held discussions with the manager about the club's self-evaluation processes and staff practice.
- The inspector sampled the club's policies and procedures, including those relating to safeguarding children.
- The inspector spoke with staff and observed their practice.
- The inspector spoke to parents during the inspection to take account of their views.

### Inspector

Christine Lamey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager undertakes recruitment checks and ensures that staff complete relevant child protection training. However, she does not make available required documentation, such as training certificates, for inspection purposes. Staff are aware of the procedures to follow if they have any concerns about a child's well-being. Safeguarding is effective. Current self-evaluation processes are not consistent and do not reflect the views of others, which hinders improvement. For example, leaders do not monitor staff performance consistently, such as through regular supervision and ongoing support, to improve the overall quality of the provision. Despite this, staff understand their role to minimise any potential hazards in the environment and they complete regular and detailed risk assessments.

### **Quality of teaching, learning and assessment is good**

Children are motivated and keen to learn, and they play energetically. The warm and caring staff team creates a friendly atmosphere and ensures that all children feel valued. Staff provide an interesting range of play experiences for children. For example, they encourage children to draw outlines of each other on wallpaper and to take part in board games. Staff support children's interest in early mathematics and literacy. For example, children talk about the days in the week and complete simple sums and calculations. Staff work effectively in partnership with schools. For example, they have regular discussions with class teachers to complement topics and themes in the classroom.

### **Personal development, behaviour and welfare require improvement**

Children gain an understanding of managing risks, such as learning to handle butter knives safely while making sandwiches, and learning to sit correctly on chairs. Children generally have a healthy diet and enjoy tasting new foods. However, staff miss opportunities to develop children's awareness of the benefits of healthy eating. Staff generally support children to be independent, for example, children make their own sandwiches and they choose from a selection of board games. However, at times, staff carry out simple tasks that children are able to manage for themselves. Children's behaviour is good. Staff are suitable examples of how to behave, and children share and work in groups well. Children show respect for each other, and older children support and include younger children in their play and the routines of the setting.

## Setting details

<b>Unique reference number</b>	EY478129
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	976915
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Fiona Braham Markham
<b>Registered person unique reference number</b>	RP514812
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085041629

Woodys registered in 2014. It is situated in Woodford Green, in the London Borough of Waltham Forest. Woodys provides a breakfast club, which is open from 7.30am to 8.45am, and an after-school club from 3.15pm to 6pm, during term time only. The provider employs five members of staff, one of whom holds a relevant early years qualification at level 3.

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Piccadilly Gate  
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Manchester  
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