

# Woodseaves Pre-School & Community Services



Woodseaves C of E Primary School, Dickys Lane, Woodseaves, STAFFORD, ST20 0LB

**Inspection date** 11 January 2017  
Previous inspection date 21 May 2013

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

## Summary of key findings for parents

### This provision is good

- Children form warm and trusting relationships with familiar adults and make friends with each other. They display a strong sense of belonging as they arrive in the after-school club. Children respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being.
- Children share and express their views and choices with staff about what they want to play with. This helps to engage and motivate them to join in with activities and play with their friends.
- All parents are warmly welcomed. Staff make the time to talk to parents daily to share information and pass messages on from school. This promotes continuity of care for children.
- Staff organise snack time very well. They help children to make positive choices that enhance their health and self-care skills as part of a sociable experience.

### It is not yet outstanding because:

- The club does not focus precisely enough on finding out what children already know and can do from other practitioners in settings where children also attend.
- Systems for monitoring staff's work with children are not fully embedded to further enrich staff's practice.

## What the setting needs to do to improve further

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

- strengthen partnership working with other settings children attend, so that information about children's development is shared in greater detail, to help staff to complement children's learning as they play
- devise even better systems for performance management and how staff are monitored, so that all staff know what they must do to continually improve their skills and raise the quality of practice.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chair of the committee and the manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at relevant documentation, which included safeguarding, and discussed the setting's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The committee and manager are familiar with local safeguarding procedures. They have developed robust policies and procedures, and are vigilant in ensuring these are understood by staff and implemented effectively. Leaders ensure that all staff regularly attend safeguarding training. Staff are alert to the signs that may indicate that a child is at risk of abuse. Staff are suitably qualified and attend regulatory training. The manager identifies some training needs during annual appraisals. Staff make daily checks to ensure good steps are taken to remove or minimise any potential hazards for children. The manager uses self-evaluation to reflect on practice. She successfully identifies areas for improvement and considers ways in which she can work with staff to move the setting forward and make continued progress.

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

Staff are committed to providing play experiences that take account of the children's interests. Children can choose to be active or simply relax at the end of their school day. This helps children to make informed choices appropriate to their individual needs. Staff find out and take account of the host school's current topics of learning in their planning. This helps staff to build on subjects that older children are currently learning. For example, a craft activity is provided to build a rocket. Staff adapt the activity and follow younger children's curiosities. Children concentrate for long periods of time as they develop their skills, using scissors to cut paper. They are keen to develop their ideas further and solve problems. Staff sit with them, describing how best to hold the scissors and talk to them about their ideas. This helps to develop children's play and ideas and expand their communication and language skills. Children are actively involved in planning activities and experiences that interest them.

### Personal development, behaviour and welfare are good

The manager ensures that all required documentation and permissions are shared with parents. This helps to ensure children's safety, health and well-being. Children display a strong sense of belonging as they arrive in the club. This is because the manager places a high priority on ensuring that staffing arrangements support the key-person system. Children behave well and play cooperatively. Staff are good role models. They interact well with children and offer a lot of praise and encouragement for their efforts. Staff encourage children to help each other. Older children support younger children when they play alongside each other. They share and pass equipment to each other as they explore dough. Children talk to others in a calm, polite and respectful manner. They learn to play well together and negotiate with others. This helps to promote their social skills. There are a lot of opportunities for children to play outside in the familiar school grounds. Children are provided with a healthy snack. They confidently serve themselves fresh fruit and vegetables, and pour their own drinks.

## Setting details

<b>Unique reference number</b>	EY443576
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1065872
<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>	3 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Woodseaves Pre-School And Community Services
<b>Registered person unique reference number</b>	RP535375
<b>Date of previous inspection</b>	21 May 2013
<b>Telephone number</b>	07891328631

Woodseaves Pre-School & Community Services was registered in 2012 and is run by a voluntary committee. They employ five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 6. The out-of-school club opens from Monday to Friday, during term time. Sessions are from 8am until 8.50am and from 3.15pm until 6pm.

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