

The Fun Zone at Woodlesford Primary School



Woodlesford Primary School, Church Street, Woodlesford, Leeds, West
Yorkshire LS26 8RD

Inspection date	1 October 2018
Previous inspection date	12 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Children confidently enter the setting. Staff create a welcoming, relaxed and friendly environment. They quickly develop good relationships with children.
- Children form firm friendships with their peers. They are respectful, kind and courteous. Children demonstrate good social skills.
- Staff reinforce children's self-confidence and emotional well-being. Children share and express their views and choices with staff about what they want to eat and play with.
- The manager and staff team build good partnerships with the parents, keeping them well informed about the settings activities and their child's day. Parents are very happy with the service offered to their children. They appreciate the welcome they receive from staff and speak highly of them. Parents comment that their children, 'love it' at the setting.
- Children engage in a good variety of activities. They benefit from plenty of physical exercise in the outdoor play area. For example, as they develop their football skills or enhance their climbing and balancing skills in the adventure area.

It is not yet outstanding because:

- Although the provider monitors staff's practice, she does not yet critically evaluate their teaching skills enough, to develop their practice to an outstanding level.
- Partnerships with the host school are good, however, staff are yet to explore all opportunities to work in such close partnerships with other schools children attend.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to critically evaluate staff's teaching skills further and develop their practice to an outstanding level
- enhance partnerships with the local schools children attend to ensure a more complementary approach to care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of leadership and management is good

All staff know how to keep children safe from harm. They refresh their safeguarding knowledge regularly and the provider ensures that safeguarding is on the agenda at every staff meeting. Staff know how to refer any concerns they have about children's welfare and have access to detailed policies and procedures that underpin practice. In addition, the provider follows a secure recruitment procedure and ensures all staff are suitable to work with children. Arrangements for safeguarding are effective. The provider meets with staff and conducts supervisory meetings regularly. She uses these opportunities to discuss staff training needs. Recent training has included safeguarding and first aid. Additionally, some staff have started to complete formal childcare qualifications. The provider works with staff, parents and children to evaluate the setting. Regular team meetings enable staff to share their thoughts and ideas, and the provider creates an action plan to move the setting forward.

Quality of teaching, learning and assessment is good

Staff know the children well and this has been enhanced further through the implementation of a new key-person system. Staff work with children to plan a range of exciting activities, listening to children's interests and what they would like to do. Overall, staff involve themselves in children's play and teach children new skills. Children explore the play dough and develop their dexterity as they sculpt and design cakes in the shape of dinosaurs. Younger children confidently use the dough tools to fill moulds and make models. They weigh the models on scales to identify the heaviest, which supports their understanding of mathematical concepts. Children take time to make a canvas picture of their family members, using collage materials. Staff use good questioning techniques to develop children's communication skills and to gauge their enjoyment of activities.

Personal development, behaviour and welfare are good

Staff are vigilant about ensuring children's welfare and safety. Records are maintained and consideration is continually given to any potential risks or hazards. Older children are very confident in their surroundings. Young children, who are new to the setting, are starting to build strong friendships with children from different age groups. Staff promote a positive and supportive environment where all children play well with each other. Staff are good role models and they speak to children respectfully, reminding them about rules and boundaries. Children are provided with healthy and nutritious food and enjoy the social aspect of the after-school teatime. They talk about their school day with the staff and their friends and make plans about their play. Children demonstrate their independence as they create and make their own wrap sandwiches with ham, cheese, and a range of salad vegetables. The game of bingo at the end of tea, promotes much excitement as children eagerly cross out the numbers called. This supports younger children's mathematical development and their recognition of small and larger numbers. Children who complete their number card are thrilled and confidently shout, 'bingo'.

Setting details

Unique reference number	EY302879
Local authority	Leeds
Inspection number	10077439
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	40
Number of children on roll	70
Name of registered person	Nicola Wyke-Ulliott and Edward Wyke-Ulliott Partnership
Registered person unique reference number	RP525362
Date of previous inspection	12 October 2017
Telephone number	0113 2825228

The Fun Zone at Woodlesford Primary School registered in 2005. The setting employs five members of childcare staff, one of whom holds an appropriate early years qualification at level 3. The setting opens Monday to Friday during term time. Sessions are from 7.30am to 9am and 3pm to 6pm. During school holidays, sessions are from 7.30am to 6pm.

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