

<b>Inspection date</b>	12 November 2018
Previous inspection date	3 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 enjoy the activities, being with their friends and making new friends. They settle into activities keenly and make choices about what they do.
- Children behave well. Staff are good role models, enabling children to know when to share, develop good manners, and play in harmony with each other.
- Children are supported to learn about healthy eating, such as through the settings' provision of a variety of healthy foods to choose from.
- Children are included in the planning of activities and also contribute feedback about what they enjoy when attending the setting.
- Staff work well as a team. They provide a range of purposeful activities to engage children and provide good-quality care.

### It is not yet outstanding because:

- Staff miss opportunities to strengthen partnerships. They do not gain sufficient information from parents about what their child knows and can do when they first start. In addition, current communication with school setting staff is not robust to help support children's individual learning and development.
- Although some steps have been taken since the last inspection to address weaknesses identified, the systems for self-evaluation are still in the early stages to raise the standard of the service offered to a higher level.

## What the setting needs to do to improve further

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

- improve further opportunities for parents to share information about their children's learning and development, particularly when they first start, and engage regularly with school staff to ensure there is continuity of children's learning
- continue to address self-evaluation to drive improvements further, to achieve better outcomes for children.

### Inspection activities

- The inspector checked a range of documentation, including staff suitability checks and the setting's policies, including those relating to safeguarding practices.
- The inspector spoke to staff, children and parents at appropriate times.
- The inspector jointly observed snack time with the registered provider.
- The inspector observed a range of activities on offer to the children, and viewed the areas of the setting used by children.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have an appropriate awareness about how to keep children safe. They know whom to report to if they are concerned about a child in their care. Periodic safeguarding training is sought for all staff to attend, including staff recently employed and working to gain a recognised qualification. Management has taken steps since the previous inspection to develop a good understanding of the legal requirements. For example, it ensures that staff records are available and accessible, such as staff current first-aid certificates. Some steps have been taken since the previous inspection to ensure staff receive appropriate support to improve overall practice. Management provides regular team meetings for all staff to contribute to. Since the previous inspection, management has initiated some steps to explore training opportunities for staff via the local authority and has begun to offer some staff supervision. In addition, management has begun to devise systems to welcome parental feedback on a formal basis regularly. This is to allow management to identify any gaps in the service offered and build on current strengths.

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

Children are busy and well occupied at the setting. They are involved in the planning, as staff ask them about what they enjoy. In addition, staff use observations of children's play to help them identify their interests. The key-person system allows for children's learning to be generally monitored. Staff support the youngest children well to develop their concentration skills, help them to engage with other children to work in pairs or as a small group, and help to support their early writing skills. The children learn to develop a range of physical skills as they use small tools while playing, such as with play dough, or as they build models with construction materials. Children play for long periods and with purpose, such as when they are doing free drawing and colouring. Staff support early writing skills, as children are encouraged to label their pictures. Staff regularly ask good-quality questions to prompt children's thinking skills.

### Personal development, behaviour and welfare are good

Children have settled happily over a short period. They present a strong sense of belonging, such as showing familiarity to routine tasks and activities, the staff and older children attending. Children show high levels of self-help and independence, for example, as they make choices in what they want to play with and preparing their own sandwiches and wraps at snack time. Children show familiarity and high levels of confidence. For example, as they seek out the company of older children to play with. Children receive high levels of adult interaction and they welcome staff as a play partner. Staff deployment is well organised, which ensures children receive high levels of staff supervision and engagement. Children of all ages are content and secure.

## Setting details

<b>Unique reference number</b>	EY478129
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10079594
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Markham, Fiona Braham
<b>Registered person unique reference number</b>	RP514812
<b>Date of previous inspection</b>	3 November 2016
<b>Telephone number</b>	02085041629

Woodys registered in 2014. It is situated in Woodford Green, in the London Borough of Waltham Forest. Woodys operates Monday to Friday during term time, from 7.30am to 8.45am before school, and from 3.15pm to 6pm after school. The provider works alongside six staff, two of whom hold a relevant early years qualification.

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