

# Inspection of First Steps At Woodlea

Woodlea Primary School, Houghton Le Spring, Durham DH4 6AR

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Inspection date:

29 March 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The club has an inclusive and happy atmosphere. Children are greeted at the end of their school day with big smiles from the enthusiastic and dedicated staff. Every child is welcomed and valued. Children tell the inspector that they feel safe in the club and really enjoy attending.

Children enjoy a wide range of activities, that ignite their interest. For example, they concentrate hard while they make a pattern using scratch-art templates. Children discuss their ideas with the supportive staff, who encourage them to make their own designs. This promotes children's creativity very well. Children take part in a range of team games in the outdoor area. They learn about working together and taking turns. Children are very confident and show high levels of independence. They show respect and consideration for others, and are very keen to help. Children talk about how happy they are when they get chosen for jobs, such as serving tea and setting up activities. This demonstrates the very positive attitudes children have.

Staff share their high expectations with children. They support them to take responsibility for their own behaviour and teach them about ways to stay safe. For example, under staff's supervision, children take responsibility for locking the outdoor gates and toasting their own bread.

## **What does the early years setting do well and what does it need to do better?**

- Club staff and teachers in school share information about the children who attend. Staff complement and extend children's learning in school through fun games and activities. For example, they use board games that involve counting to help children to strengthen their skills in addition and subtraction.
- Children's behaviour is very good. Staff ensure that children know what is expected of them. For example, they use a tambourine to give children a countdown to the next part of their routine. Staff share information with school staff about the rewards and strategies they use. This helps to provide a consistent approach to managing children's behaviour.
- Managers have a good understanding of the strengths of their provision. Together with staff, they use regular professional development opportunities to build on and strengthen their practice. For example, they take up networking opportunities with other professionals to share ideas for new and exciting activities.
- Children can choose to be active in their play or, if they prefer, they can relax in a quiet area. They independently choose activities and are, generally, busy and engaged in play. However, on occasions, staff do not organise some routine

times of the day as effectively. For example, the youngest children, sometimes, become a little restless when waiting to go outside.

- Parents speak highly about the club and its staff. They talk about how well staff help new and less-confident children to settle quickly into the club. Parents appreciate the plentiful opportunities children have for fresh air and exercise after a day at school. They welcome the good communication from staff about activities and events.
- Children's views are actively sought and valued. Staff are currently developing new ways to gather these even more effectively. Children use a notebook to consult with their friends about changes they would like to see in the club, then share their suggestions with staff. They help to plan teatime menus, and to choose new games and activities.
- Staff support children's emotional needs well. They are very aware of circumstances that may affect children's confidence. For example, they identify younger children who need more support when their older siblings stop attending the club. This helps children to feel secure.
- Children learn about healthy lifestyles. They follow well-established hygiene routines that help to prevent the spread of infection. Staff serve fresh fruit and vegetables with the teatime meal. However, they do not consistently use such opportunities to help children be even more aware about the benefits of nutritious foods.
- Staff's morale is high and they work well together as a team. They share their knowledge and skills between them, and learn from one another. This helps staff to identify areas for development in the club and informs plans for the future.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have access to professional development opportunities that help them to maintain a secure and up-to-date knowledge of safeguarding. Staff know how to identify children who may be at risk from abuse. They know what to do if they are concerned about a child's welfare. There are robust procedures for recruiting new staff, that help to ensure that those caring for children are suitable to do so. Staff are aware of the risks to children when they are using the internet. They talk to children about keeping themselves safe and encourage them to share their worries with a trusted adult.

## Setting details

<b>Unique reference number</b>	2577311
<b>Local authority</b>	Durham
<b>Inspection number</b>	10225973
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	First Steps Nursery (Lumley) Limited
<b>Registered person unique reference number</b>	RP547142
<b>Telephone number</b>	07788646908
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

First Steps At Woodlea registered in 2020. The out-of-school club is based within the premises of Woodlea Primary School in the Houghton Le Spring area of County Durham. It is open during term time from 7.30am to 9am, and from 3pm to 5.45pm, Monday to Friday, except for bank holidays. There are two staff who work with the children, one of whom holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Clare Wilkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and staff and has taken that into account in her evaluation of the setting.
- The manager talked to the inspector about the activities provided and showed her around the areas of the school used for childcare.
- The inspector observed activities indoors and outdoors, and the interactions between staff and children.
- The provider and manager met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documentation, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents from the written feedback provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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