

# Inspection of School's Out Woodlands

Woodlands Road, Formby, Liverpool, Merseyside L37 2JN

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Inspection date: 29 June 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

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

### **This provision meets requirements**

Children are excited as they enter this club. They shout, 'It is amazing in here'. Children take part in a wide range of activities that link to their interests in the extremely engaging environment. They concentrate at activities for long periods of time, supported by the knowledgeable, consistent staff team. Children take great care with scissors as they cut a range of materials to create 'space rockets'. They proudly display them ready to take home and hope that they will 'blast off into space'.

Children are extremely happy and settled at this club, laughter can be heard in abundance. Children's imagination skills are nurtured. They make 'milkshakes' in the mud tray outside and offer them to their friends. Children describe the club as 'fun'.

Children have strong, loving bonds with the experienced, nurturing staff and with each other. Older children are extremely caring towards the younger children. They show pride as they talk about helping them to carry heavy objects or when they need a gentle push along on the bike. Children have created the 'golden rules' of behaviour to follow while at the club. They have taken photos of themselves demonstrating each expectation. The consultation and respect shown by the staff supports all children's understanding of the expectations at the club. Children feel valued and consulted.

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

- Leaders are inspirational. They have an excellent understanding of their legal responsibilities and ensure these are implemented to the highest standard. Staff have access to a wide range of professional development to ensure the quality of their practice remains at an exceptional level. Staff feel supported and are competent in their roles.
- Staff have excellent relationships with the host school. They regularly meet with the early years teachers to discuss children's learning needs. They use the information gathered to provide a range of fun experiences that support and consolidate their next steps. For example, children who are being supported in school to begin to take turns are provided with many opportunities to practise this skill when playing games. Staff understand the importance of complementing children's learning.
- Children are regularly consulted. They join the interview panel as prospective staff are recruited and offer their opinions about candidates. Children regularly give feedback about improvements the club could make. They recently voted to change the snack to a cold option as this allows them more time to play

afterwards. Staff go above and beyond to ensure children feel valued.

- Children's physical health is supported well. They are provided with a healthy variety of food. They independently access lots of fresh fruit and regularly stop to have a drink of water. Children take part in a range of energetic activities. They practise their agility as they climb onto tyres and ride bikes over to the role-play 'petrol station'. Children talk about the importance of taking time to rest and how they like to relax and read a book.
- Transitions are very supportive and child-centred. As children start at the club, they are supported through an individual induction procedure. They are allocated a 'buddy' who helps them to become familiar with the club. Staff speak to them about how they will be taken to or collected from their classroom and discuss the expectations of the club. These procedures support children to settle extremely quickly and become confident in their surroundings.
- Children's emotional well-being is particularly well supported. Younger children form extremely strong bonds with their key person, who knows them well. All children explore emotions through discussions with staff. They talk about how they could support someone who may be feeling lonely. They make suggestions such as inviting them to play or by smiling and being kind to them. Children are caring and kind to each other.
- Parents say that their children 'could not be happier' at the club. Parents praise the exceptional atmosphere and activities provided. They describe the staff as 'amazing' and say that their children adore them. Parents are confident that children with special educational needs and/ or disabilities are well supported and included. Partnerships with parents are thoroughly embedded.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this club. Leaders have extremely effective systems to ensure staff knowledge of child protection remains up to date. All staff have an excellent understanding of their safeguarding responsibilities. Staff confidently know how to recognise that a child's welfare may be at risk. They know how some safeguarding issues may impact on children and their families, for instance children witnessing domestic abuse or being exposed to extreme views. Children's safety is highly prioritised by all staff. Staff regularly teach children about keeping themselves safe, including online. Children complete regular risk assessments of the building with staff and identify any possible hazards.

## Setting details

<b>Unique reference number</b>	EY267107
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10129257
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	School's Out.Com Limited
<b>Registered person unique reference number</b>	RP521574
<b>Telephone number</b>	01704 832 888
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

School's Out Woodlands registered in 2003. It operates from Woodlands Primary School in Formby, Liverpool. The club employs seven members of childcare staff. Of these, one holds an appropriate level 6 qualification and five hold qualifications at level 3. The club opens from 7.50am to 9am and 3pm to 6pm, Monday to Friday, term time only. The club also offers a lunch club for children who attend the school nursery from 11.30am to 12.30pm, term time only.

## Information about this inspection

**Inspector**  
Rebecca Weston

## Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nominated individual and has taken that into account in their evaluation of the club.
- The inspector viewed the areas used by the club and discussed the safety and suitability of the premises.
- The nominated individual completed a learning walk with the inspector and discussed how the areas are organised, and the range of activities provided indoors and outdoors.
- Children told the inspector about their friends and what they like to do when they are at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The nominated individual and inspector observed snack time together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- Parents shared their views of the club with the inspector.

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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