

Inspection of Woodys

Woodford Green Primary School, Sunset Avenue, WOODFORD GREEN, Essex IG8 0ST

Inspection date:

6 November 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Leaders and staff create a welcoming environment and plan a range of activities that reflect children's interests well. This supports children to settle in and keenly join in the variety of activities on offer. In addition, staff plan specific activities that complement younger children's learning at school well. Children show they are happy, confident and safe in this out-of-school-club. For example, all children are familiar with the routines and know what is expected of them. Upon arrival, they independently put their bags and coats away and sanitise their hands. Staff swiftly take the register and begin to interact with children.

Leaders and staff model exemplary behaviour and manners. They frequently offer praise for children's positive behaviour and achievements. For instance, staff celebrate when children excitedly share that they have been selected as school councillors. This helps children to develop their self-confidence and self-esteem exceptionally well. Furthermore, staff remind children of the rules and boundaries consistently. As a result, all children show good engagement and demonstrate exceptionally good behaviour. Staff plan daily opportunities for children to play outside and develop their creativity. For instance, children benefit from accessing the forest school, where they have fun role playing in the tree house.

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

- Leaders and staff have worked extensively to enhance the areas of development since the last inspection. They have rigorous systems in place to evaluate the effectiveness of the provision on offer. Leaders make sure that they consider feedback from children, parents and staff to ensure children have access to a high-quality provision that keeps them safe and happy. In addition, leaders gather detailed information from parents regarding their children during the induction process to ensure a smooth transition.
- Staff plan a range of activities that support children to develop their social skills well. For example, they plan opportunities for children to work in small groups to build a den. Children work well together and cooperate well in selecting resources, taking turns and sharing resources. Older children support younger children to join in and allow them to have a go. This helps children to develop working in partnership with others and build positive relationships well.
- Leaders and staff work well in partnership with staff from the host school and plan opportunities for children to develop unique skills, such as karate, dancing and football. These sessions are delivered by external professionals. This helps children to lead active and healthy lifestyles and promote their core strength and coordination skills well.
- Younger children have key persons, who work in partnership with staff from the

host school. This enables them to plan activities that support them to meet children's developing needs effectively. Staff ensure that they plan a range of activities that enable younger children to make progress from their starting points in development well.

- Leaders provide ample opportunities to support staff to develop their practice. Staff state that they feel extremely valued and appreciate the opportunities to access further training to enhance their skills and knowledge, to support children effectively in their care. Leaders ensure that all staff are up to date with mandatory training, such as safeguarding. They regularly quiz staff on different aspects of safeguarding to make sure they have suitable knowledge to keep children safe.
- Partnership with parents is strong. Parents state that their children thoroughly enjoy attending the club. They are highly complimentary of the leaders and staff team and appreciate the exceptional care they provide to their children.
- Staff deploy themselves well to keep children safe. They carry out daily risk assessments of the learning environments and resources children access to ensure that they are safe for children.
- Staff actively allow children to be involved in planning the activities and resources. Children offer suggestions for the different activities they would like to access. This helps children to feel valued and happy. Children speak positively about attending the club and express that staff are kind and helpful.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY478129
Local authority	London Borough of Waltham Forest
Inspection number	10354914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	40
Name of registered person	Markham, Fiona Braham
Registered person unique reference number	RP514812
Telephone number	02085041629
Date of previous inspection	12 November 2018

Information about this early years setting

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

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The inspector took a tour of the club with the provider. They talked about how the club is organised and discussed the play opportunities they provide for children.
- The inspector observed staff's interactions with children during indoor and outdoor activities.
- The inspector spoke to children, parents and staff and took their views into consideration.
- A range of documentation was viewed, such as staff's suitability and training information.
- The inspector carried out a number of observations and assessed the quality of children's experiences at the club.

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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