

Afterwoods Out of School Club and Tiny Woods Pre-School

Inspection report for early years provision

Unique reference number	255170
Inspection date	30/03/2011
Inspector	Edgar Hastings
Setting address	Castle Road East, Oldbury, West Midlands, B68 9BG
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Afterwoods Out of School Club and Tiny Woods Pre-School registered in 1999. It operates from one main room in Lightwoods Primary School in Oldbury, West Midlands. The club also has the use of the school hall and the Information and Communication Technology (ICT) room. It admits children who attend the host school. There is a fully enclosed outdoor area available for play.

The setting opens five days a week during term time. Sessions are from 8am to 8.55am and 3.20pm to 5.30pm for before and after school care, and 9am to 12 noon and 12.30pm to 3.30pm for pre-school sessions. During school holidays the setting runs a play scheme which operates every day from 8am to 5.30pm, for one week during the Easter holiday and for three weeks during the summer holiday. Children attend for a variety of sessions.

The setting may care for 40 children aged between three and eight years at any one time. There are currently 85 children aged from three to 11 years on roll for the before and after school sessions. There are 37 children on roll for the pre-school sessions, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven practitioners to work with the children, five of whom hold appropriate qualifications. Of these, one holds an Advanced Diploma in Childcare and Education, and four hold qualifications at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting ensures that all children, including those with special educational needs and/or disabilities, make excellent progress in their learning and development. The partnership with the school is a real strength, and highly strong relationships with parents and outside agencies ensure that children receive outstanding levels of support. Children's welfare is promoted extremely well at the setting, as there are effective arrangements to secure children's safety and well-being. The high quality leadership regularly evaluates the quality of its provision, and demonstrates that it has an excellent capacity to maintain continuous improvement in the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending self-evaluation further to incorporate all areas of the setting.

The effectiveness of leadership and management of the early years provision

The setting coordinator demonstrates excellent leadership and management. She has created a learning environment that is both stimulating and enjoyable, where all groups of children make excellent progress in their learning and overall development. High priority is given to safeguarding children in this provision and the setting has an exemplary range of regularly reviewed policies and procedures to ensure children's welfare and safety. The premises are secure and there are good arrangements for admitting visitors and for handing children over to their parents. Daily risk assessments are carried out on the resources and equipment that children use every day, and a major programme of annual risk assessments ensures the security and safety of the premises. Detailed records are kept and monitored. All staff are rigorously vetted with checks to ensure their suitability to work with children, and they receive training in child protection procedures, first aid and food hygiene. Staff are extremely knowledgeable and understand their thoroughly responsibilities to keep children safe.

Instrumental in the successful development of the setting has been the exceptionally close relationship that has been established with the school. The setting uses accommodation in the school that enables children to benefit from regular access to the information and communication technology (ICT) suite, the hall, and a very well equipped outdoor area. The use of a pre-school room adjacent to the reception class enables children in the early years age group to work and play alongside each other and to share resources and equipment. These activities ensure those children transferring to full time school are fully prepared for their transition in to full time education. Planning ideas are shared and excellent assessment systems have been established that accurately plot children's progress and identify their learning needs. The self-evaluation system in place enables the leaders to systematically and accurately monitor the quality of the provision and to identify ways of making improvements. Staff are looking to put in place more rigorous self-evaluation systems, which take in to account all elements of the setting. Staff demonstrate an excellent capacity to develop the setting in the future. The outdoor play area has recently been improved considerably, which has increased children's opportunities for physical and social development.

A team of experienced staff, who regularly update their individual training needs, are deployed very effectively to engage purposefully with the children. Excellent resources are used and organised very effectively to meet children's learning needs, including an exceptional range of outdoor resources which encourage and foster children's physical development extremely well. This is a highly inclusive setting where the needs of all individual children are seen as paramount. Children with special educational needs and/or disabilities receive excellent support. Outstanding links with outside agencies ensure appropriate additional support is provided where required to enable them to participate fully in all activities.

Relationships with parents are excellent and they speak very highly of the level of care their children receive. They are kept fully informed about their children's progress through daily opportunities to talk with staff and greatly value the open

evenings held during the year. Staff share their children's learning records with parents and inform them of the activities they participate in. An achievement board enables parents to become fully involved in their children's development, and the setting's daily planning is displayed to keep parents updated about the topics their children are currently engaging in. Excellent induction procedures for new arrivals include a prospectus and the opportunity for parents to stay and play for a time to help their children settle. Regular newsletters and carefully analysed questionnaires provide information about parents' views, which are taken into account in further evaluation of the provision.

The quality and standards of the early years provision and outcomes for children

Children are warmly welcomed on arrival and are clearly very happy in the setting. Relationships are excellent because the staff know the children very well, and provide enjoyable and interesting experiences for them all. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Skilled staff question the children very ably, to probe their understanding and to extend learning further. Children enjoy a whole range of opportunities to develop their creativity, including painting, cutting and sticking activities. They access a variety of different media to produce some very attractive pictures. Children's manipulative skills are fostered very well through opportunities to build with construction kits and to mark make with pens, pencils and wax crayons. Cooking activities provide excellent opportunities for children to develop their problem solving skills. They cut up vegetables, weigh out ingredients, and learn to follow instructions from a recipe. Children also enjoy using information and communication technology and show how adept they are at selecting programmes. They can use a mouse skilfully and delight in playing games that support their number skills. Highly detailed targets are set which identify what children need to work towards as the next steps in their learning. Children's understanding of other cultures in our society is advanced through a wide range of planned and enjoyable activities, based around a whole range of festivals, such as Chinese New Year, Diwali, Christmas and Easter.

Children benefit greatly from activities which bring them in to contact with the wider world. They show interest and curiosity in newly hatched stick insects, which they handle with care and fascination. First hand experiences like this greatly increase their knowledge and understanding. They have also been able to watch chicks and ducklings hatch, and are very interested in learning about the two hens they have in the coop in the outdoor area. Sand and water activities are popular, especially with boys, and children cooperate extremely well with each other during activities. The home corner role play area is thoroughly enjoyed by both boys and girls, and they freely express their imaginations in this well equipped area.

Children learn an excellent amount about staying safe. A recent topic on fire safety allowed children to learn how to avoid hazards at home. Staff also skilfully and meticulously reinforce rules which ensure children develop an outstanding appreciation of safe behaviour and an awareness of others while playing and

working. As a consequence children behave extremely well, and show a very good awareness of personal safety. They are highly familiar with evacuation procedures because these are practised regularly. Excellent attention is paid to encouraging children to adopt healthy lifestyles. They learn about foods that keep them healthy, through practical activities. Every week different types of food are cooked with the children's help. Topics on balanced diets are also regularly taught. They get first hand knowledge about fruit and vegetables, as they plant, grow and eat crops harvested from the school's growing area. Excellent facilities are provided in the outdoor areas for children to be active. They greatly enjoy the fixed equipment of the adventure playground and opportunities to participate in a variety of sporting activities.

Children are making excellent progress in their learning and development, and personal and social development in particular. This is because they have a wide range of opportunities to mix with other children and staff, who are exemplary role models of behaviour and attitude. Children show they have learned to share, take turns, be respectful, make friends and behave in an extremely positive way and this is preparing them very well for the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met