

# School's Out Woodlands

Inspection report for early years provision

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<b>Unique reference number</b>	EY267107
<b>Inspection date</b>	20/04/2011
<b>Inspector</b>	Eileen Rigby

<b>Setting address</b>	Woodlands Road, Formby, Liverpool, Merseyside, L37 2JN
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<b>Telephone number</b>	01704 832 888
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**Email**

<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

School's Out Woodlands registered in 2003 and operates from the main hall, two adjoining classrooms and associated facilities within Woodlands Primary School. It is situated in the Formby area of Liverpool. Children have access to a secure outdoor area. It is one of four out of school clubs operated by the School's Out. Com Limited. The out of school club serves the children attending the host school and the holiday play scheme serves the children from the local and surrounding areas. The out of school club opens Monday to Friday during term time with sessions from 7.50am to 8.50am and 3.10pm to 6pm. The holiday play scheme operates Monday to Friday from 8am to 6pm and is currently located off-site at another local registered School's Out club.

A maximum of 32 children aged from three years to under eight years may attend at any one time. The club also cares for children up to the age of 11 years. There are currently 68 children on roll. Of these 28 are aged under eight years, of whom 15 are within the early year age range. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club supports children who speak English as an additional language.

There are five staff who work directly with the children. Of these, three hold relevant early years and/or Play work qualifications at level 3 and one is working towards a Play work qualification at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident, sociable and friendly in this cheerful, stimulating and inclusive environment. Their individual development needs are met effectively and their interests taken into account. They make very good progress in their learning and development through the club's liaison with the school. They access many varied activities, which are age appropriate, exciting and interesting. Children develop good levels of self-esteem and confidently make independent choices. Staff have developed an excellent team spirit and demonstrate an exceptional capacity to improve practice through evaluation and reflection. On the whole staff are confident and assured in their roles.

## What steps need to be taken to improve provision further?

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

- developing further staff's understanding of their roles and responsibilities.

## **The effectiveness of leadership and management of the early years provision**

Staff have a high level of understanding regarding safeguarding procedures. They have an extremely secure knowledge of the setting's policies and current Local Safeguarding Children's Board guidelines. Their staff recruitment system is robust and involves interview, intensive induction and a probationary period to ensure staff are effectively checked for their suitability to work with children. Documentation and organisation is exemplary, including comprehensive risk assessments, which are completed on an annual and monthly basis and complemented by daily risk assessments of the immediate environment.

The director and senior manager are proficient in their roles and are pro-active in evaluating and sustaining the high standards of the setting, however junior managers are not always given the opportunity to be clear about their roles and responsibilities which occasionally impacts on their self-confidence. Staff are effectively deployed, meet regularly and operate an impressive and flexible key person system allowing children to choose a favourite key person. Staff are supportive and friendly, displaying high levels of interaction with children. They are knowledgeable about their key children, are excellent role models and value children's achievements, giving genuine praise. The setting promotes equality and diversity exceptionally well through the provision of a wide range of resources depicting positive images of a multi-cultural society and a wide variety of interesting and engaging activities. For example, the celebration of different festivals and a consistent involvement in the local and wider community help to foster children's understanding of the world. The accommodation is very safe, secure and ideal for its purpose and the excellent use and care of all resources clearly benefits the children.

Effective partnerships with schools, and valuable partnerships with parents and carers have a positive impact on children's understanding of current issues. For example, a visiting midwife demonstrated bathing and caring for a baby. They also have a multitude of visitors giving them advice on personal hygiene, dental care and the benefit of physical activity. Through the highly successful partnership with the local authority an excellent process of self-evaluation has been established which consolidates the setting's strong commitment to evaluating and improving current practice. Informal exchange of information between staff, parents and carers combined with other means of communication promotes children's inclusion, individual care, learning and development needs exceptionally well. It also allows parents, carers and children to express their opinions on practice through questionnaires and discussions resulting in extremely positive changes to practice.

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

Children are happy, confident and relaxed and have exceptionally good communication and listening skills. They are independent and eager to explore the vast array of activities and experiences that are on offer. They have the

opportunity to nurture plants and embrace nature as they observe the development of tadpoles. Children explore their creative skills using a variety of media such as paint, sand, water and baking facilities as well as role play. They have free access to the outdoor area and make their own choice of suitable clothing for the weather. They are offered a wide range of physical activities both indoors and outdoors which are suitable for all age groups. Children regularly engage in, for example, activities with hoops, footballs, a swinging ball activity and small scooters. Quiet, cosy areas are available for children who want to read or rest and children are able to use computers or complete home work if they desire. Children develop and extend their number and counting skills through a broad range of activities including board games, computer games and outdoor resources.

Developmental records show children's excellent progression from their starting points as partnerships with school have established an excellent two-way sharing of information. The effective use of observations and evaluations along with input from the reception class teacher ensures staff are able to identify and promote children's progression towards the early learning goals extremely well. The staff work very effectively in liaison with the school to support children who speak English as an additional language.

Children are actively involved in behaviour management and have created a display board with acceptable and expected rules of behaviour for the before and after school club. The club operates a buddy system to help integrate new children into the setting and older children were seen to help and support their younger friends. They are also made aware of the procedure to follow in an emergency and understand the safety rules as they are explained clearly and displayed effectively.

Children's health is paramount as staff and children plan a healthy menu in liaison with the school to ensure varied but healthy options. Children are encouraged and are able to make healthy choices when having input into planning menus. They are offered salad, and a selection of fruit and vegetables as well as water, milk or fruit juice to drink. The setting extend children's experiences through taster days where children are able to taste new and unusual fruits and vegetables.

Snack and tea time are social occasions where children and staff become engrossed in conversation and exchange news and stories. Children are kind, considerate and use good manners saying please and thank you without prompting. They take responsibility for their own personal hygiene and safety procedures such as fire evacuation drills. Children have a high level of involvement in maintaining a safe and secure environment as they complete their own risk assessments using checklists and their own observations as guidance. The setting maintain high standards for food preparation and hygiene procedures and all staff have undertaken food safety training, paediatric first aid and safeguarding training.

Children are extremely independent and learn skills from each other, from staff and from the varied and interesting visitors they have. They have developed a strong sense of belonging as they are actively involved in community projects, which extend their learning and understanding.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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