

Beanstalks at Woodheys

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Beanstalks at Woodheys is privately owned and is one of two settings managed by Beanstalks Childcare Limited. It was registered in 2008 and operates from the school hall and library in Woodheys Primary School, Sale in Cheshire. A maximum of 50 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. The club operates on Monday to Friday from 7.45am to 9am and from 3.30pm to 5.45pm during school term time. During school holidays the club operates from 8am to 6pm. Children from the local and surrounding areas attend.

There are currently 95 children on roll, of these 39 are under eight years and of these 18 are within the early years age group. The club supports children with special educational needs and/or disabilities and children with English as an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the registered providers and manager, who work directly with the children, along with additional relief staff. Of these, one holds Early Years Professional status, four hold a qualification at level 3 in Playwork, two hold a qualification at level 2 in Playwork, and one member of staff is working towards a qualification at level 3 in Playwork. The club is a member of the 4Children out of school club association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Beanstalks at Woodheys provides a welcoming and fully inclusive environment. Staff know the children well and respect their individuality and uniqueness. Children enjoy their time at the club and have access to a wide variety of activities and experiences which supports their learning and development well. Positive partnerships with parents and carers are in place. However, information about the areas of learning and how the setting provides for this is less well developed. Links with other professionals where children receive care and education are outstanding. Good systems for self-evaluation are in place demonstrating the setting's strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide displays showing documentation of children's play, development and learning.

The effectiveness of leadership and management of the early years provision

Robust recruitment, vetting and induction procedures are in place in order to safeguard children. Staff demonstrate a clear knowledge and understanding of procedures to be followed in order to safeguard children, and therefore children are well protected. Policies and procedures are available and accessible to parents and carers, ensuring they are fully aware of how staff will protect their children. Records, policies and procedures are well organised and are effective in supporting children's welfare. Staff complete detailed daily risk assessments to ensure that the environment is always safe, clean and fit for use. Full risk assessments are completed on an annual basis and regular fire drills with children ensure their prompt responses. Documentation is well maintained in order to promote the safe and efficient management of the setting.

Good quality resources for both indoor and outdoor play supports children achievement and enjoyment. Some resources are set out prior to children's arrival, with others accessible for children's self-selection. Children make choices and decisions about their play and as a result are becoming independent and active learners. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

Partnerships with parents and carers are good. They have access to information about the setting, for example, information on policies and procedures. However, systems to involve parents and carers more fully in their children's play, learning and development are less well developed. Partnerships with other early years professionals are outstanding. Daily communication takes place between teaching staff and club staff. In addition, club management attend termly meetings with the early year's team within the school. These highly effective arrangements ensure a continuity of care and complimentary curriculum, and that the club feel part of the wider school community.

Staff demonstrate a commitment to their role by accessing training. Regular staff meetings and appraisals support all aspects of their work. The completion of recommendations raised at the last inspection, good self-evaluation systems and staff commitment to ongoing training and development demonstrates the setting's commitment to driving improvement and embedding ambition.

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

Staff have a good knowledge understanding of the learning and development requirements and playwork principles. This knowledge is used to provide children with access to a wide range of activities and experiences. A consistent staff team and key person system ensures children feel safe and secure. As a result, they make good progress in their learning and development. Staff undertake observation and assessment of children's progress and achievements and use these in learning journals. Staff plan formally during term time, identifying specific

areas of learning. In the holiday club planning is flexible and based around children's interests. Children access resources set out or make their own selection. Children arrive at holiday club happy and eager to participate, and there is a buzz of laughter and chatter in the hall. They freely move around the room participating in activities and have the option to play in or outdoors. Children's behaviour is good. They share, take turns and play well together, for example, older children help younger children with board games.

Snack times are social occasions where children from different classes and schools enjoy sitting together engaging in conversation. Children negotiate and make suggestions during play, for example, taking on different roles during role play. They have opportunities to write, make marks and use books promoting literacy skills. Children develop good problem solving skills as they use table top activities and matching number games in outdoor play. They have many opportunities to use their creativity, through role play, drawing and making models. They are engrossed in imaginary play using small world resources. Children access the extensive outdoor play spaces and resources. They enjoy group games, such as football, as well as climbing and balancing using the adventure trail, and access different bats and balls.

Children enjoy healthy snacks and access to fruit and drinks at all times. They are aware of the need for good hygiene routines. These arrangements along with outdoor play opportunities ensure children's health, welfare and physical development are well promoted. Children are developing an awareness of their own safety and well-being through discussions. For example, they are reminded about the safe use of tools and equipment during their play. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of children's skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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