

# The Willows Out Of School Club

Inspection report for early years provision

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**Unique reference number** 259660  
**Inspection date** 06/02/2009  
**Inspector** Robert Greatrex

**Setting address** Burwell Village Primary School, The Causeway, Burwell,  
Cambridge, Cambridgeshire, CB25 0DU  
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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

The Willows Out of School Club in Burwell is one of three out of school clubs which is privately owned and run. It opened in 1998 and operates primarily from the Phoenix Room and Community Room on the site of Burwell Village College Primary School. The group has access to the school playing field and tennis courts. The setting is fully accessible to children and adults with a disability.

The setting is registered to care for a maximum of 36 children at any one time from three years to under eight years. The club is open from 07:45 until 09:00 and from 15:15 until 18:00 each weekday during term time. There are currently 64 children aged from four to 11 years on roll. All children attend the Burwell Village College Primary School. The setting has strategies in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

Five members of staff work with the children, two of whom, including the manager, have appropriate early years qualifications. Two more are currently completing a suitable qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

This good setting puts children's safety and interests at the centre of all it does. Staff work together well, setting high standards for themselves and constantly seeking ways to improve the setting. They provide good role models, stressing inclusion and respect for everyone equally. Parents are seen as important partners; their views are sought and, when possible, acted upon. Although self-evaluation is new, its usefulness in helping to understand what is successful and what needs improving is recognised. Children enjoy their learning, are happy and making good progress because staff, parents and other agencies work well together so each individual's needs are met.

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

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

- link diaries more closely to the six areas of learning and development in order to assess more regularly and accurately children's achievements
- provide additional equipment in order to better meet the needs of all children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least half of all staff hold an appropriate qualification (Suitable people).

31/03/2009

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

Children are cared for and develop well in a calm, orderly atmosphere because the setting is well managed day-by-day. The manager has good knowledge and understanding of how children aged under five develop and learn and ensures that every aspect of the children's development is carefully planned. The differing strengths and expertise of staff are used well in an effective team. The key worker scheme is effective. Although the setting has now begun to evaluate itself, this is very new and yet to make an impact or lead to improvement. As part of this, the setting has recently surveyed parents' opinions. Parents are overwhelmingly positive and pleased that the manager responds to their suggestions.

Children are safeguarded well. All the necessary checks are carried out on adults working in the setting. Handover follows clear procedures and risk assessments are carried out carefully. Children are well looked after and cared for in the setting. This is because all the required policies and procedures are in place, well known and consistently implemented by staff who have high expectations of themselves. All staff follow clear and thorough procedures, for example in the case of accidents and staff are suitably trained in providing first aid. They are vigilant to recognise and reduce risk.

The manager gives a good example to staff in her positive attitude to training and commitment to continuous improvement. When the manager has worked closely with the school or other settings in the group, for example to implement the new planning for learning opportunities, improvements are perceived to be more effective and benefits greater. Staff see their annual review as a useful tool in their professional development. The response to the recommendation raised at the last inspection has been satisfactory. The number of staff with appropriate qualifications is similar but this is because qualified staff have recently left and new staff are still to complete training.

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

Whether at the start or end of the day, children settle quickly and easily into the setting because staff have positive relationships with them, their parents and school staff, so they feel confident and ready to play and learn. Staff are particularly vigilant when children are new or if they seem unhappy, responding with encouragement and taking the time to ensure the child is happy. Parents described this as a key feature. A typical comment being "Staff are kind, caring and responsible and keep me well informed". Children's individual needs are catered for well through links with parents and outside agencies.

Children are welcomed into a bright and colourful environment. Most equipment is adequate but old, and there is little regular replenishment or replacement.

Children select from a good range of tasks. Their basic skills are developing well, and they often select a task that reinforces those done in school. They generally

play together harmoniously, whether with their peers or older children. Staff work closely with parents to ensure behaviour is good and children recognise their rights and responsibilities in the group. Good behaviour is celebrated and rewarded. The setting is well organised to give the youngest and eldest time separately and together. They take care of one another, have a good sense of safety and how to keep healthy, for example, by washing their hands before enjoying healthy snacks. They talk easily with one another and staff. Children are very happy and willing to help tidy away. The setting is well organised to develop independence in children.

There is a good balance between self-chosen tasks and those which are adult-led. Adult-led activities are imaginative and relevant and offer enough learning to maintain children's interest. Several parents commented upon this; "Staff always offer a range of activities to stimulate the children" and "She is always coming home with new creations" are typical comments. Children respond by persevering to complete them successfully and to a high standard. Whether painting on glass, celebrating Chinese New Year or playing co-operative games, children's curiosity and interest is aroused and they enjoy learning through fun and interesting activities.

The outdoor area offers a good range of activities to interest the children. Children are helped to develop well as a result of the ample space indoors which contributes to a calm atmosphere.

Staff look to extend children's learning by using their interests and experience to develop language. Children are asked open ended questions to encourage discussion. Staff keep useful anecdotal diaries to summarise the week but have no system to reference children's experience or progress to the required areas of learning, or to record significant achievements as they occur. Staff recognise this and are at the very early stages of discussing with the school how to improve them, as part of more general plans to work more closely together.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.