

Willows Out Of School Club

Burwell Village Primary School, The Causeway, Burwell, Cambridge, CB25 0DU

Inspection date	23/09/2014
Previous inspection date	06/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff and children work together to agree high expectations for behaviour. As a result, children demonstrate a clear understanding of their boundaries and their behaviour is exceptionally good.
- Children thoroughly enjoy their time at the club because they have ample opportunities to initiate their own play and take part in well-planned, varied activities.
- Staff give safeguarding a high priority to protect children's welfare. They are vigilant in the supervision of the children and have a clear understanding of the reporting procedures if child protection concerns arise.
- The management of the club is strong and secure. All essential documentation to support children's welfare and learning is well-organised and easily accessible. Managers and staff use self-evaluation effectively to ensure the club offers good quality provision for all children.

It is not yet outstanding because

- Staff overlook a few opportunities to increase the information gathered from school and other early years settings to enhance children's settling in and promote even better consistency in their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at the areas of the premises used by the children.
- The inspector observed the children and their interactions with staff.
- The inspector spoke with the manager about management processes, including staff recruitment and looked at evidence of staff suitability checks and qualifications.
- A range of documents were examined, including some policies and procedures, registers, accident records, children's records and the club's self-evaluation.
- The inspector took into account the views of parents through testimonials and comments.

Inspector

Veronica Sharpe

Full report

Information about the setting

The Willows Out of School Club in Burwell is one of three out of school clubs operated by the same private provider. It opened in 1998 and operates from the Phoenix room at Burwell Village College Primary School, Burwell, Cambridgeshire. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have use of the school playing field and tennis courts. The club is open from 7.45am until 9am, and from 3.15pm until 6pm each weekday during school term times. There are currently 62 children aged from four to 11 years on roll, seven of these are in the early years age range. All children attend the Burwell Village College Primary School. The club supports children with special educational needs and/or disabilities. Three members of staff work with the children, all of whom hold early years or playwork qualifications at level 3. The Willows offers wrap around care during all school holidays at the Willows Day Care Nursery in nearby Soham.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance information gathering from early years settings and the host school about individual children's interests, aptitudes and developmental needs in order to fully support a consistent approach to children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the club and play cooperatively together. They enthusiastically take part in activities provided by staff, such as, arts and crafts, or making colourful jewellery from elastic bands. Children clearly have a good sense of belonging. They engage confidently with visitors and chatter to staff about their day in school. Wall displays cheerfully show the array of art work carried out by the children and promote their self-esteem. Staff understand children's interests and know them well. They involve children in making decisions about planned activities, such as, model making with clay, or playing with gloop. All of this supports their personal, social and emotional development well.

Children have ready access to a good selection of books and comics. They settle comfortably on soft chairs or rugs to read quietly, or talk with their friends. They practise their writing and drawing with an enticing range of pencils, pens and markers. Children have formed strong bonds with staff and show an affectionate regard for them. They invite them to join in their play and take pleasure in their company. Staff are playful with the children, encouraging them to play games, such as, pretending to move like an elephant or a rhinoceros. Staff talk to the children and support their communication skills

well. They ask children about their home lives and their day at school, encouraging their participation in friendly conversations.

Staff records the activities children take part in and formulate play plans to support their learning. They talk to parents on a daily basis when they are collected, passing on information from school and discussing activities children have enjoyed. Termly reports keep parents well informed about their children's progress. Each early years child has an informative learning record, comprising photographs and observations. Extracts from these are given to class teachers to add to their knowledge of what children enjoy and can do at the club. As a result, children have the support they need to effectively promote their ongoing development and prepare them well for the future.

The contribution of the early years provision to the well-being of children

Staff encourage parents and children to visit the club before children attend. This gives them opportunities to see how the club operates and view the activities. All young children have a key person who looks after them and supports their entry into the club. Parents are asked for information about their children's care and learning needs to ensure their individual needs can be effectively met. Children who have special educational needs and/or disabilities, and those who have additional requirements, such as, regular medication, have care plans to ensure they are cared for safely. Staff use information from parents effectively to plan children's activities from the outset. However, opportunities to gain useful information from other sources are sometimes overlooked. For example, staff do not always ask about children's progress from their previous settings. This would give them an even greater insight into children's prior learning to fully ensure a smooth move into the club.

Staff promote children's independence well by enabling them to take responsibility for small tasks, for example, children tick themselves off on the register. Ample resources are set out to enable children to make their own choices with additional equipment freely available in the 'treasure cave'. Staff and children work together to decide on the rules for the club. Children show a pride in keeping to the rules, and have a very good understanding of their boundaries. Friendliness and helpfulness is highly valued, and staff award children special 'golden smiley' certificates to celebrate notable examples. Overall, children's understanding of right and wrong is very good and their behaviour is exceptional.

Children's healthy lifestyles are supported well because they have daily access to the outdoors for active physical exercise. Staff encourage them to play active games, and provide resources, such as, balls or scooters to add to their enjoyment. Healthy snacks are provided when children arrive after school and they have access to water, fruit and vegetables throughout the session. Children demonstrate their independence as they help themselves to food and water according to their own preferences. Staff support children to develop practical skills by encouraging them to take an active part in preparing their own food, such as, making toast. Children benefit from cooking activities that enhance their understanding of healthy diets. All the children have a good understanding of appropriate

hygiene routines. Staff involve children in risk assessments, such as checking the school field before playing games, which teaches them how to keep themselves safe.

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

Management and staff are knowledgeable about safeguarding procedures. They attend regular training in child protection to keep their knowledge up-to-date. Detailed written policies support their practice and help staff to keep children safe. These are shared with parents so they are fully informed about staff responsibilities to be vigilant about children's well-being. Secure partnerships with the school's safeguarding team helps to ensure information about children at risk is shared appropriately and addressed as necessary. Staff supervise the children effectively, keeping a good balance between ensuring their safety, while giving them opportunities to take risks. For example, they stand back while the children run about the playground testing out their physical skills, only intervening if children ask for their support. Staffing ratios are well above the required level so that children receive the care and support they need.

The manager is a strong and capable leader; she promotes high standards and supports staff well through regular supervision meetings and appraisals. All documentation to promote children's welfare is meticulously kept to support the smooth running of the club. Staff recruitment is robust to ensure anyone in contact with the children is suitable to do so. The manager implements a comprehensive induction programme and as a result, staff are well-informed about their roles and responsibilities. All staff hold appropriate qualifications to ensure they understand about children's play and learning. They regularly review their training and attend courses and workshops often to extend their skills. Children benefit from the staff's enthusiasm for training because new ideas are implemented well. For example, a recent course about engaging boys in learning has led to more floor play, den building and an increase in outdoor learning. Self-evaluation is used very effectively to continuously develop the quality of the provision. Staff seek the views of children and parents and there is firm focus on raising children's achievements, for example, by prioritising the purchase of stimulating new toys and equipment.

Planning for activities is monitored and evaluated by staff to ensure they meet children's learning needs. Children are involved in planning, and this helps to ensure they have enjoyable and challenging learning experiences. Staff keep planning books to record what children have enjoyed so they can reflect and review their successes. Staff share information regularly with parents so they know about their children's activities and routines. Parents value the club and believe their children are safe and well cared for. They say that staff support them and their children well. The partnership with the host school is strong, with good systems for sharing information about children at risk, or those who have special educational needs and/or disabilities. Staff find out about current themes and topics in school but there is less information shared about individual children's progress. Therefore, occasionally, there are valuable opportunities lost to fully promote children's continuity of learning in the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	259660
Local authority	Cambridgeshire
Inspection number	871629
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	62
Name of provider	David George Seal
Date of previous inspection	06/02/2009
Telephone number	01353 624821

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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