

Inspection of Beanstalks@Woodheys School

Woodheys Primary School, Meadway, SALE, Cheshire M33 4PG

Inspection date:

12 September 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting, bringing with them a buzz of energy and enthusiasm. They are familiar with routines and know what is expected. Staff build strong positive relationships with all children and take the time to understand their individual needs and interests. Children confidently follow the lead of staff. Their behaviour is exemplary.

Younger children are collected directly from their class teachers. This helps to strengthen the club's positive relationship with the host school. Older children demonstrate independence as they sign in with a member of staff before happily catching up with friends. Robust systems are in place to ensure attendance is monitored effectively. Children sit together for a snack and share what they have been doing earlier in the day.

Staff are attentive to children's well-being. They actively listen to them and value their opinions and ideas. Staff create an engaging and well-organised environment that children can access independently. There is a quiet reading area, a role-play space and a wide range of creative activities. This offers a variety of opportunities for exploration and play. Children access a spacious outdoor playground. They develop their physical skills as they safely navigate the obstacle course. The environments are designed to promote independence and enable children to make their own choices.

What does the early years setting do well and what does it need to do better?

- Strengths within the senior leadership team contributes significantly to the high expectations set for both children and staff. Leaders demonstrate a clear commitment to continuous improvement. They regularly reflect on practice and implement targeted development plans. This helps to enhance outcomes for children. For example, recent changes to the registration process for older children helps to promote greater independence and responsibility.
- Staff plan a wide range of enriching experiences that complement and extend children's learning from school. Staff build positive relationships with class teachers and plan activities that link to topics being explored in class. For example, following the 'All About Me' topic, children create their own self-portraits using collage materials. This helps to reinforce and deepen children's understanding.
- Children are supported to develop growing self-reliance and independence. Staff encourage them to manage their own self-care needs and complete tasks for themselves. For example, children independently access fresh drinking water and put on their own shoes and coats before going outside. They demonstrate high

levels of independence and confidently follow hygiene routines, such as washing their hands after using the toilet.

- The key-person system is well embedded. Children form strong, trusting relationships with staff. This helps them to feel secure. Staff work closely with class teachers to ensure continuity of care. This collaborative approach helps to support all children to thrive.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with the host school, parents and external agencies to ensure individual needs are met. This helps to ensure all children have positive experiences at the club and are fully included in play and learning opportunities.
- Staff use consistent and positive behaviour management strategies to support children's positive behaviour. For example, staff use non-verbal cues, such as clapping, to gain children's attention. Children respond promptly and calmly before staff give further instructions. These strategies help to eliminate the need to raise voices in the large hall and children demonstrate respect when listening to staff and each other.
- Leaders have effective risk assessments in place to ensure that all activities are safe and suitable for children. Staff carry out daily checks of both indoor and outdoor environments. Leaders organise regular headcounts of children when accessing all environments to maintain effective deployment of staff. This helps to ensure children's safety.
- Staff benefit from a wide range of training and development opportunities. Leaders are proactive in creating opportunities for succession planning. For example, staff access a management training programme that helps develop effective leadership skills. This strong commitment to ongoing professional development ensures that staff remain knowledgeable and up to date with all mandatory training, including paediatric first aid.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY366329
Local authority	Trafford
Inspection number	10399645
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 10
Total number of places	65
Number of children on roll	248
Name of registered person	Beanstalks Childcare LTD
Registered person unique reference number	RP527527
Telephone number	07981523892
Date of previous inspection	10 December 2019

Information about this early years setting

Beanstalks@Woodheys School registered in 2008. The club employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The club opens from Monday to Friday all year round. Sessions are from 7.45am until 9am and 3pm until 6pm during term time, and from 8am until 6pm during the school holidays.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held a meeting with members of the leadership team to understand the organisation of the provision.
- The inspector observed the interactions between staff and the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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.

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