

Woodchurch Windmills & Fun Club

Inspection report for early years provision

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EY420400

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13/07/2011

Inspector

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Type of setting

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).

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

Woodchurch Windmills and Fun club opened under its current registration in 2010. The provision comprises a pre-school service and an afterschool and holiday club. It operates from a mobile classroom on the grounds of Woodchurch School, in the village of Woodchurch, Kent. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the provision at any one time. There are currently 35 children on roll for the pre-school sessions and 13 children under eight years attending the afterschool and holiday club, of whom 3 are in the early years age group. There are also a number of children over eight years attending the club. The pre-school is open each weekday during the school term from 8.45am to 12.15pm with extended afternoons on Monday, Wednesday and Thursday when it is open until 2.45pm. The afterschool club operates from 3.10pm to 5.30pm each school day and also offers provision during some school holidays depending on demand. Opening times for the holiday provision are advertised in advance.

The club is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

There are four full time and one part time members of staff employed to work with the children all of whom hold appropriate early years qualifications.

The club receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy the time they spend playing and learning in the stimulating and extremely child centred environment. The organisation of the pre-school and fun club is generally effective in promoting children's safety and well-being although the records relating to the risk assessment do not fully meet the requirements of the Early Years Foundation Stage. Children benefit from the positive partnerships in place with their parents and carers although similarly effective relationships have yet to be established with other early years professionals involved in the caring for the children. Rigorous self-evaluation enables staff to target improvements specifically to reflect the needs of the children and their families. Some very minor restrictions exist in the efficiency of the systems for planning children's next steps. However, overall the dynamic and very caring staff team support children to make good progress in all areas of their development.

What steps need to be taken to improve provision further?

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

- ensure that the records of risk assessments include all required information including the date it was carried out, by whom and the date for review (Documentation) 05/08/2011

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

- improve the arrangements to share information with other professionals involved in delivering the Early Years Foundation Stage to the children attending in order to support all parties to provide care which is coordinated and consistent
- review the systems for recording the next steps for each child to improve consistency and to ensure that information can be shared easily with other staff, parents and carers

The effectiveness of leadership and management of the early years provision

Good arrangements are in place to protect children. Robust recruitment procedures ensure that children are cared for by staff who are suitably qualified and appropriately checked. A comprehensive range of policies outline the procedures to be followed should any concerns arise about children's safety. These include information about the steps to be taken if an allegation is made against a member of staff. Risk assessments are undertaken on the premises, resources and outings and these successfully identify potential hazards and show the procedures in place to minimize the risks to children. Written records are maintained of these assessments and these are regularly reviewed. However, they do not include the required detail of the date they were completed, the date they are to be reviewed or the person who carried them out.

The manager and deputy work effectively together to lead a culture of reflective practice. A strong commitment to regular self-evaluation, training and good team working creates a service which is constantly evolving in order to provide the best possible outcomes for children and their families.

Sensitive observations of the children are used to monitor their progress and staff maintain clear records to indicate each child's levels of achievement. Staff have very recently attended training on how to use the information gathered to more easily identify any gaps in achievement either for individual children or across the group as a whole. Arrangements are also in place to record the next steps identified for each child but the quality of these is inconsistent. Therefore the records do not fully reflect the good practices in place and are not helpful in easily

sharing information with colleagues or parents and carers.

A very good range of toys and resources are provided for the children and they very confidently select the items that they wish to play with. They are also comfortable to transport items to different areas to extend their chosen games. Space within the group room is organised to allow a wide variety of activities to take place and to create smaller areas for children to focus on specific activities such as looking at books or playing with small world toys. The outdoor area is particularly inviting, offering children a selection of resources including the newly fitted, and very popular, large sandpit. Children are able to flow freely between the indoor and outdoor areas for much of each session and staff move to areas in which children may need support.

Children learn about the lives and customs of others through a range of discussions and activities. They are also provided with a lovely range of puzzles and other resources which promote positive images of cultural diversity and disability. However, as these are not in general circulation amongst the other toys they tend not to be explored independently by the children. Good arrangements are in place to support children with special education needs and/or disabilities. Appropriate strategies are also in place to support children and families who speak English as an additional language.

Parents and carers feel well informed about their children's well-being and progress, appreciating the friendliness and openness of staff. They look at their children's folders, and discuss these with their child's key person, but are not yet all fully involved in sharing the planning of activities and next steps for their children. The management team recognise the benefits of working in partnership with other early years practitioners involved in delivering the Early Years Foundation Stage to the children but do not have clear arrangements in place to share information about children's learning and development.

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

Children are delightfully friendly, enthusiastic and industrious, taking a very active role in their learning and development. They choose the activities they want to take part in, making suggestions and confidently asking for support to access toys which are not set out. As a result they are becoming very independent, motivated learners and can be seen busily refilling paint pots, setting out board games and hunting out the sticky tape to make their own books.

Children respond well to the high level of individual attention they receive and engage in lively and interesting conversations with the staff. Their communication skills are very well promoted. They use language very effectively to share stories, make jokes and to negotiate with their friends. They are developing a love of books, listening to the stories read by staff or choosing their favourite book from the invitingly presented storage rack. Children make similarly impressive progress in their problem solving, reasoning and numeracy, for example successfully

matching colours and patterns to produce symmetrical images.

Children move safely and sensibly around the setting, confidently negotiating the steps from the group room to the outdoor area. They form good relationships with their trusted adults, approaching them readily to share ideas, seek praise or for support if necessary.

Children use computers and other electronic equipment and are also very accomplished at practical tasks such as serving snacks and putting on their own coats. These skills, along with the confidence they are developing to make choices and decisions, helps to ensure that the children are well prepared for the future and for their transition to school.

A good level of focus is placed on supporting children to develop healthy lifestyles. Details of each child's dietary preferences and restrictions are maintained on file and they are provided with nutritious snacks during the session. Parents and carers are advised of the pre-school's healthy eating policy and children are encouraged to eat the most nutritious items in their lunch first. Children are developing very good self-care skills as a result of the encouragement and support they receive from staff, routinely washing their hands after using the toilet and before sitting down to eat.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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