

# Woodbury After School Club



Woodbury C of E Primary School, Castle Lane, Woodbury, Exeter, Devon, EX5 1EA

<b>Inspection date</b>	18 October 2017
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff provide a good range of activities and support to build on children's learning skills in school. They encourage children to manage tasks for themselves to build their confidence and independence, and to make their own choices and decisions.
- Children are happy and enjoy their time at the club. They form friendships with others and play well together. Some children find their friends to hug them before going home.
- Staff help children to develop healthy lifestyles. Children benefit from healthy foods at teatime, practise good personal hygiene routines, such as washing hands before meals, and learn how to keep themselves safe.
- The manager and staff are committed to extending their knowledge and skills to improve the quality of children's care and activities. For example, they have introduced different ways to support and encourage children's communication and language skills.

### It is not yet outstanding because:

- Staff do not organise some planned group activities effectively to involve children well and, at times, children lose interest.

## What the setting needs to do to improve further

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

- develop the organisation of planned group activities to include and interest all children more effectively.

### Inspection activities

- The inspector observed activities and the care of children in the activity room and outdoor play areas.
- The inspector sampled children's records and documentation.
- The inspector checked evidence of the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a very good understanding of their role and responsibility to safeguard children. They understand the signs and symptoms that would lead them to have concerns about a child's welfare and how to respond. Staff maintain safe and secure play areas for children. They follow clear procedures in the event of any accidents or emergencies to meet children's needs and to protect children's welfare and well-being. The provider follows robust recruitment procedures to ensure staff are suitable to work with children. The manager monitors the quality of staff interactions with children and the quality of the club's provision successfully to identify and make ongoing improvements. For example, staff provide closer support at teatime to help children to develop good eating habits and table manners, while enjoying a sociable meal together.

### Quality of teaching, learning and assessment is good

Children take an active role in suggesting activities in the club to enhance their enjoyment. For example, they collect leaves and cones to make autumn pictures and models, and suggest the foods for tea each day. Staff provide a good range of activities each session. These include physical activities, time to talk and relax peacefully, and creative play. Children are keen to play outside where they run freely, climb, swing, and play team and ball games. They enjoy showing staff and their parents what they can do on the apparatus and copy skills from older children. Staff join in the activities children create to provide encouragement and to build on their ideas. For example, staff ask children questions about the models they make to encourage them to think and to solve problems, such as how they can make the structures more stable and balance. Children concentrate to consider these problems and persevere until they find solutions, showing pride in their achievements.

### Personal development, behaviour and welfare are good

Staff form close relationships with children from the start, to settle them into the club and help them feel welcome. They spend time getting to know children and find out about their interests to ensure children enjoy their play. Staff work well with parents to find out about children's learning in school and keep parents informed of their children's time in the club. For example, they talk with parents each day and provide a summary report of children's interests, achievements and well-being every half term. Staff help children to develop positive attitudes and good behaviour. They encourage children to talk about and agree how they would like to be treated, and to contribute to the club rules. Children learn to respect the views and beliefs of others, and to learn what is right and wrong.

## Setting details

<b>Unique reference number</b>	EY224690
<b>Local authority</b>	Devon
<b>Inspection number</b>	1091388
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Woodbury After School Club Committee
<b>Registered person unique reference number</b>	RP910501
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	01395 233745

Woodbury After School Club registered in 2002. It is located in Woodbury, Devon. The club is open during term time only. Sessions run from 7.15am to 9.15am and from 3.15pm to 5.45pm on Monday to Thursday and until 5.30pm on Friday. The club employs five members of staff to work with the children, three of whom hold early years qualifications at level 5 to level 3.

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.

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