

Inspection of Woodpeckers After School Club

Woodchester Playgroup, Church Road, North Woodchester, Stroud, Gloucestershire
GL5 5PD

Inspection date:

19 November 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children say that they look forward to coming to the after-school club. They arrive with great enthusiasm and there is a happy, friendly atmosphere within the setting. Children report that the staff are kind and that they plan lots of activities that they enjoy. The children confidently chat with staff, and visitors about their experiences at the club, and what they have done at school and with their families.

On arrival, it is clear that the children all know the routine. They store their belongings, wash their hands and sit down quickly in preparation for a snack. Older children serve the snack and when finished children clear the tables. Reception children, like those who are older, show great independence and confidence.

Children understand behavioural expectations. They follow instructions promptly and are polite and considerate of others. Children of different ages play well together. The buddy system for Reception children works well. Older pupils take great care to ensure that their Reception buddy is included. They help them learn club rules, where to find resources, chat and play with them.

Children clearly enjoy the company of the staff, who make sure every child is occupied and happy. Staff ensure that every child receives individual attention from them during the course of the afternoon. They encourage children to choose activities and know each child's interests and abilities. They offer ideas to extend activities. For example, children embrace the challenge of doing complex jigsaws with increasing numbers of pieces. Children persevere at activities for long periods of time. For example, they create pizzas and other foods out of play dough as they pretend to be restaurateurs. Others delicately position fuse beads on boards, using their own design ideas.

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

- The staff are highly competent and enthusiastic in their roles. They work well together. They understand their role and responsibilities and instinctively know when to play an active role in children's play and when to let them play freely.
- Staff have a very good awareness of children's individual needs, interests, life experiences and family backgrounds. They use this knowledge to ensure that every child is included and valued. They listen carefully to the children and are highly responsive to their needs.
- Staff skilfully manage children's behaviour. For example, they remind children to use 'indoor voices' when noise levels rise. They calm children down when they get over-excited during imaginative play, doing so in a calm, sensitive way, without inhibiting children's play and enjoyment.

- The staff make sure that children get plenty of opportunities to be active. Except in poor weather, children spend a lot of time outdoors and develop their agility. Riding scooters is a favourite pastime and staff ensure children wear helmets to keep safe. Staff are vigilant in their supervision of the children and help them to understand safety risks.
- Staff work closely with parents and school staff. They use good two-way communication to safeguard children's welfare and enhance their play and learning experiences. Feedback is regularly sought from parents. Parents give high praise to the staff and report that their children love attending. Parents appreciate the regular, informal feedback from staff about their children's welfare and activities.
- The staff team show great enthusiasm to improve their knowledge and skills. They all hold first-aid certificates and have completed comprehensive safeguarding training. They access online training to increase their understanding of special educational needs and/or disabilities, mental health matters and management skills.

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	EY433946
Local authority	Gloucestershire
Inspection number	10367768
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	4 to 11
Total number of places	24
Number of children on roll	35
Name of registered person	Fowler, Beverley Iris Ann
Registered person unique reference number	RP516031
Telephone number	07944719625
Date of previous inspection	25 February 2019

Information about this early years setting

Woodpeckers After School Club registered in 2011. The club operates from a building that is shared with Woodchester Playgroup, situated within the grounds of Woodchester Primary School, Gloucestershire. The club is open from Monday to Thursday between 3.15pm and 6pm, during school term times. The club employs three staff, all of whom hold relevant childcare qualifications at levels 2 and 3.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The owner/manager and inspector discussed how areas of the premises, indoors and outdoors, are used.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector observed staff practice and children's experiences across a variety of indoor activities.
- The inspector looked at evidence of, and discussed, training and the suitability of staff working in the provision.
- Completed parent questionnaires were read by the inspector.

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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