

Cherubs@Wychwood

Inspection report for early years provision

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Inspector	Tom Radcliffe

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Cherubs@Wychwood is a privately run organisation offering wrap around care on the premises of Wychwood School. The school is situated in the village of Shipton-under-Wychwood in Oxfordshire. It opened in 2008 and operates from two rooms within the school. A maximum of 32 children under the age of eight years may attend the provision at any one time, of whom no more than 32 may be in the early years age group. There are currently 19 children aged from four to under eight years on roll, five of whom are in the early years age group.

Cherubs@Wychwood also provides care for children aged from eight to 11. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is open each weekday from 7.45am to 08.50am and 3.00pm to 6.00pm during term time only. During school holidays it is open from 8.00am to 6:00pm. All children share access to a secure, enclosed, outdoor play area.

Nearly all children attending are pupils of Wychwood School and are taken to and collected by staff on foot.

The provision employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child-friendly setting has a good understanding of children's individual needs, which ensures that their learning and welfare needs are given good attention. Children enjoy the relaxed atmosphere in the setting as they access interesting learning opportunities and are able to make choices and be independent. Staff have a good working relationship with parents, which helps to ensure that children make progress. The provider supports a reflective approach in the setting, which ensures that staff have an understanding of what they do well with children and what may need to be developed. This ensures that the provision improves and outcomes for children are enhanced.

What steps need to be taken to improve provision further?

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

- build on the present assessment arrangements to ascertain children's achievements to ensure that they progress as much as they can in relation to their starting points, capabilities and time spent in the setting.

The effectiveness of leadership and management of the early years provision

The setting ensures that parents can access well written and concise policies and procedures. This ensures that it is managed safely and efficiently. Children are safeguarded well as knowledgeable staff consistently implement effective procedures. All staff are vetted for suitability and procedures protect the interests of children. All children are very well supported by attentive staff, who make sure that they use resources and spaces that have been risk assessed to minimise hazards that they may face. Children play safely in an environment that promotes their ability to make choices and be independent. This promotes a very positive and purposeful atmosphere as children decide what they want to do. Children's good health and well-being is promoted by staff, for example, when meals are hygienically provided and when they properly manage accidents and illness.

The provider uses informal self-evaluation to gain an understanding of the effectiveness of its work with children. Feedback is obtained from parents and children which enables staff to make decisions about what may need to be improved. Staff work collaboratively to ensure that children enjoy their time in the setting and show a very sensitive approach to meeting their needs. The provision has developed its practice well since it registered in 2008. The setting has very positive relationships with parents, who spend time talking to staff when they drop children off in the mornings. In addition, the setting understands the importance of wider partnerships with other settings to support children's ongoing learning and development.

Children play in spacious accommodation which is well organised and visually interesting. Resources are made available to children so that they can access a range of activities that promote their learning and development in all areas. Staff support children's learning well as they respond to their interests, ideas and needs. Staff allow children to direct their own learning and play, but are always on hand to support them, make suggestions and provide necessary help or guidance. This allows children to learn from experience and discovery. The setting promotes inclusive practice as staff work with a good understanding that all children are individuals with the capacity to build on what they can already do. Staff benefit from regular training and development, which helps to ensure that their skills in all areas are updated. Children have opportunities to learn about their diverse world through well planned activities. Children who may have additional learning needs are supported by the setting as their needs are identified and catered for.

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

Children make progress while in the setting as they experience a rich social environment and access appropriate learning opportunities. Though children only spend a short time in the setting staff have a good understanding of their interests, strengths and weaknesses. Staff use their good relationships with children and observations to understand the progress that children make. In

addition, staff provide learning and play opportunities that reflect the time of the day that children attend the setting. Activities are usually themed, for example, relating to the 2010 World Cup and are planned to accommodate children's interests. This helps children become interested in what they do as they have a sense of ownership of it. The setting uses only informal methods to understand the progress that children make and so miss important opportunities to track actual progress towards early learning goals. Staff support children's individual choices well, for example, as they play with role play equipment, use construction sets and access mark making equipment. Children respond well to the support of adults as they listen to guidance and follow any suggestions that are made. As children coloured patterns of their own designs they were able to learn about different shapes, colours and techniques with the support of a member of staff. Children have opportunities to work more directly with adults as they play in groups or when they access outdoor play opportunities. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experience and play. Children's language development is supported through conversations and as they answer well directed questions or talk about what they are doing. Children also develop a good understanding of written language through mark making and access to books and stories. They use number and value as they play and are able to develop their creative skills in a range of activities.

Children's welfare is promoted well by the setting. All children are safeguarded and have a growing understanding of their safety and that of others. Children show very high standards of behaviour as they share, take turns and play cooperatively. Children are able to manage their own behaviour and arrange their own play experiences. Staff contribute to this with good management skills and a calm approach to the running of the setting. Staff allow children to have an understanding of the varying needs of other children, for example, that children of different ages may show different skills and abilities. This occurs naturally as children of all ages play together in the setting. Children are able to build on what they can do and apply themselves to activities for appropriate amounts of time. In addition, children learn that different activities require different responses, for example, when having breakfast or when using messy play resources.

Outcomes for children are promoted well by the setting. Children enjoy their time as they make choices, have meals and take part in conversations with each other and adults. Children show an interest in what they do and are usually motivated to explore play opportunities. Children feel very safe and have a growing understanding of keeping themselves safe as they play. They also enjoy very good relationships with adults, which boosts their confidence, self-esteem and ability to make choices. Children learn about healthy lifestyles and are developing the ability to respond to expectations that may be placed on their ability to learn and make progress. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared for future learning needs.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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