

Oakdale After School Care Club

Inspection report for early years provision

Unique reference number 256795
Inspection date 29/09/2011
Inspector Susan Rogers

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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

Oakdale Out of School Club registered in 1998 and is committee run. It operates from Oakdale Primary School in Stanground, Peterborough. The setting serves the local area. All children have access to the school playground and field.

The club is open each weekday for 48 weeks of the year. It runs from 8am until 8.50am and 3.30pm until 6pm during term time and from 8am until 6pm during school holidays. A maximum of 48 children may attend the club at any one time. There are currently 50 children aged from four to 14 years on roll, of whom seven children are in the early years age group. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff who work with the children. Of these, three a level 3 diploma in Playwork, two hold NVQs at level 2 and an unqualified member of staff is working towards a NVQ at level 3. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this well resourced setting as they are cared for by a knowledgeable and skilled staff group. Children's welfare needs are mostly well protected with all documentation providing clear and thorough procedures. Partnerships with parents are well established, with comprehensive channels of communication protecting children's continuity of care. An inclusive environment ensures that children's individual learning needs are protected. The system that measures the effectiveness of the setting is well established, includes the opinions of all stakeholders and drives forward effective improvements. This demonstrates that the setting has a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve children's access to fresh fruit and healthy alternatives throughout sessions.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as all staff have attended child protection training and the comprehensive child protection policy is shared with parents. A full induction system ensures that all staff are made aware of their safeguarding responsibilities. Managers are confident in their child protection knowledge and know what would concern them regarding the care of a child. The risk assessments are very comprehensive and are annually updated. This results in a safe environment and together with staff's close supervision of children's activities these minimise risks. Children are encouraged to become aware of their own safety through explanations from staff. They enjoy a range of indoor and outdoor games that extend their skills and provide challenging learning opportunities. The premises are welcoming and well organised so that children can easily select from a wide range of activities and play experiences. A good range of resources are readily available that are age appropriate for the children that attend. The cohesive staff group ensure that resources are replaced and replenished regularly, providing children with new learning experiences that maintain their interest. Recruitment processes are thorough, with all staff being promptly vetted before they commence their posts.

Staff development and progression is well supported as their regular training opportunities are monitored and they are encouraged to add to their professional qualifications. The strong management structure supports staff well and ensures they have the skills and expertise to provide a caring and individualised service for children. The partnership with parents is effective. Parents receive continuous exchanges of information regarding their child's progress as they collect their child. Parents are able to read the individual documented progress records, which keep them further informed of their child's progress. Parents and children are consistently consulted regarding changes to the setting. Questionnaires and discussions inform the measurement of the settings' effectiveness provides firm and accurate information, which is used to drive forward good levels of improvement.

Children who speak English as an additional language enjoy care that is sensitive to their individual needs as staff are skilled at providing strategies that facilitate communication and understanding. Some staff also work within the school, which allows all children to be supported as they move from one setting to another. Partnerships with additional agencies are very effective and ensure children access any additional support and that staff are able to enhance their skills. A range of activities and resources that give positive representations of local communities and the wider world promote children's appreciation of the needs of others. The setting celebrates a wide range of cultures, further raising children's awareness.

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

Children greatly enjoy their play activities as they explore a good range of both newly introduced and well established resources. Their individual requests and preferences are listened to and fully included as staff develop activities. This results in learning experiences that continuously develop and engage the children. Staff are skilled at supporting children as they learn and often offer one to one support as children enjoy their favourite book. Team games are successfully organised with large groups of children. Children have formed positive relationships and firm friendships with each other, which greatly enhance their activities. The positive relationships with staff strengthen children's feelings of safety as they approach them readily for reassurance, advice and support. Older children demonstrate their maturity as they are kind and considerate towards the younger children and often include them in their play and accommodate their preferences.

Activities that promote children's independence are fully explored. They self-select from activities and help to tidy away and take responsibility for carrying equipment safely outdoors. Their physical skills are enhanced as they use a range of sports equipment. These skills are increased as they use badminton racquets and a group of children use the playing fields to organise a game of football. Problem solving is included in all activities as staff skilfully offer children the opportunity to devise solutions using their understanding of space, dimension and number. They are given full scope to explore their creativity as they dress up and devise imagined scenarios. They use a wide range of printed computer images, string, sequins and glue to create unique and innovative designs. Parents are encouraged to take an interest in their child's play experiences as they chat to staff at collection time about recent activities.

Regular access to chilled water throughout the session allows children to remain hydrated and alert as they play. Staff are fully aware of the need for children to drink regularly and remind children to drink, promoting their welfare. Most of the snacks and meals are well suited to children's needs and some children ask for fruit as an alternative to the hot snack at the end of the day. However, fresh fruit and vegetables are not made readily available at tea time, which means that children do not always benefit from healthy options. A nutritious breakfast is provided for children during the morning session and children have a good understanding of the importance of healthy diets and exercise.

The system that records children's progress is well established and recorded using comprehensive documentation. Annotated photographic evidence and staff's good knowledge of the Early Years Foundation Stage framework enables staff to plan activities that promote children's next steps in their learning. Successful liaisons with the school and parents provide staff with further insight into children's individual learning styles and preferences. Overall, children make good progress at this successful and welcoming setting.

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	2
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

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