

# Guideposts Trust @ John Watson School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY442462
<b>Inspection date</b>	03/08/2012
<b>Inspector</b>	Gill Little
<b>Setting address</b>	John Watson School, Littleworth Road, Wheatley, OXFORD, OX33 1NN
<b>Telephone number</b>	01865452725
<b>Email</b>	<a href="mailto:jkibble@guidepoststrust.org.uk">jkibble@guidepoststrust.org.uk</a>
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Guideposts Trust at John Watson School registered in 2012. It is one of six out-of-school and holiday provisions run by Guideposts Trust Limited. It operates from the school hall with access to a ball pool, sensory room, hygiene room, playground, kitchen and toilet facilities.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children under eight may attend at any one time, all of whom may be in the early years age range. The setting caters predominantly for children with special educational needs and/or disabilities up to the age of 19. It is currently caring for one child on the Early Years Register and three children on the Childcare Register. It delivers the Early Years Foundation Stage to complement the education and care children receive in their schools. Children attend from the local community and wider area.

The out-of-school club operates from 3pm until 6pm each weekday during school term times. The play scheme runs from 9am until 4pm each weekday during school holidays, with the exception of the first week of the summer holidays, which is reserved for staff training.

The setting employs 10 staff, of whom two hold relevant early years qualifications, with most other staff working towards relevant qualifications. The setting works in partnership with the on-site school and nursery, other settings and agencies to promote continuity of care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are highly effective in providing a very inclusive environment where children are fully integrated. Procedures to supervise and safeguard children are exemplary. A good range of activities, overall, helps children to make progress in their learning and development. Staff maintain strong partnerships with parents, other professionals and outside agencies to promote consistency of care effectively. Self-evaluation procedures are successful in highlighting the strengths of the setting together with areas for further development. These procedures help to ensure continuous improvement.

## What steps need to be taken to improve provision further?

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

- broaden the range of activities outdoors to create a richer and more varied learning environment.

## **The effectiveness of leadership and management of the early years provision**

Staff have an excellent understanding of safeguarding children procedures as they receive training on an annual basis. Robust recruitment and vetting procedures are very effective in assessing staff suitability. A comprehensive induction programme provides new staff with a very clear understanding of their roles and responsibilities. Risk assessments for individual children, together with one-to-one support, result in exemplary levels of supervision and safety. Robust and consistent procedures for the administration of medication are effective in promoting children's health.

Staff make good use of the space and resources available to provide children with interesting and stimulating play experiences. They work well with the on-site school to use its facilities and equipment. Indoor areas successfully promote all areas of development, such as creativity, communication and physical play. Staff use the outdoor area effectively to promote physical development, such as climbing, swinging and jumping, although there is less focus on other areas of development.

Equality is at the heart of the setting and staff work very well together to meet children's individual needs. Before children begin their placement, staff gain valuable information from parents, and where possible from outside agencies and other settings. They use this information very successfully to help children settle and to feel secure from their first day. For example, they are fully aware of children's medication procedures, their abilities and favourite activities. Staff create a very welcoming, calm and relaxed environment where all children can join in with activities at their own level of development.

Staff establish strong partnerships with parents and keep them well informed about their children's day through regular discussions, phone calls and text messages. Where children attend the setting using transport services, staff provide communication books for parents to keep them up-to-date. Helpful initiatives, such as coffee mornings and visits from outside agencies, enable parents to spend time talking to staff, other parents and professionals. This approach provides good support for parents and helps to reassure them that their children are in safe hands. Staff establish close working partnerships with the on-site school and outside agencies involved in children's care. They share relevant information and good practice, which has a positive impact on promoting consistency for children, such as managing their behaviour. In addition, staff willingly share their knowledge and expertise with other local settings caring for children with special educational needs and/or disabilities.

The management team demonstrates a strong commitment to promoting the professional development of staff and supporting their day-to-day practice. Managers encourage staff to share any concerns at any time and they hold regular supervision meetings and appraisals to provide positive feedback. As a result, staff morale is good and outcomes for children are positive. The management team

accurately reflects on the quality of the setting and identifies areas for further improvement. Recent developments include introducing a greater focus on mathematical concepts within games and activities, and encouraging staff to be more involved in the self-evaluation process.

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

Children who are anxious on arrival receive good levels of sensitive support from their key person, which helps them to settle to the various activities on offer. They play well alongside each other and develop some good friendships. They benefit from gentle reminders from staff about positive behavioural expectations and they respond well. They show a good level of engagement in their activities relevant to their individual capabilities. They are able to make some choices about their activities and routines, which successfully promotes their self-esteem. For example, staff encourage children to have some ownership over their medication administration.

Excellent levels of supervision are effective in supporting children who have little sense of danger. Active children can challenge their physical skills freely while staff are close by to guide and help if necessary. For example, children confidently climb along the sides of the ball pool or on the outdoor apparatus, showing pleasure in their movements and negotiating space successfully. Staff help them to recognise and respond to risks through gentle reminders as part of the daily routine.

Good hygiene routines help children to learn about the importance of cleaning their hands before eating and taking medication. There is a strong focus on healthy eating and meeting children's individual dietary requirements. In addition, children enjoy activities that promote their understanding of good nutrition, such as making fruit smoothies. As well as daily outdoor play, children enjoy a variety of outings in the local and wider community, such as a swimming session in a local public pool. Such experiences enable them to challenge their physical skills in a safe environment.

Daily activities provide a stimulating environment for children, which builds on their interests and helps them to develop skills for the future. They enjoy making kites, decorating them and flying them outdoors, which encourages their creativity and helps them to develop an understanding of the world around them. They help to set up a beach party with balloons and flower garlands, which promotes an atmosphere of excitement and anticipation. They become engrossed in the sensory experience of making biscuits as they roll out the mixture and make different shapes. Exciting trips and workshops help to engage their interest in the world around them, such as visits from a magician and a 'mad scientist'.

Staff provide good levels of support to promote children's learning and development. They strive to engage children in lots of discussion and they support them well in their activities and routines. They are fully aware of how children react in different situations and they find sensitive solutions, such as giving

children some quiet time before joining the main group for snacks. A timetable with pictures of the day's activities helps children to anticipate the day ahead, which reduces anxiety. The staff have development profiles in place to make notes about children's progress that they intend to share with children's schools to further promote consistency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of safeguarding	1
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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