

# Oscar's Out of School Club

All Saints C of E Primary School, Boughton Green Road, NORTHAMPTON, NN2 7AJ

<b>Inspection date</b>	25/02/2013
Previous inspection date	18/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not effectively compliment the children's learning and development within settings where children spend more time. This compromises children's ongoing progress.
- Staff do not always effectively support children's learning or provide sufficient resources and activities to support children's all-round development when they play in the gym. As a result, learning opportunities are lost.
- The premises are not secure and staffing arrangements are not effectively organised to meet the needs of the children at all times. As a result, children's safety is compromised.
- Prior agreement has not been obtained from Ofsted to store records off the premises, and public liability insurance is not in place. This compromises the secure management of the provision.
- Partnerships with other providers are not yet fully embedded. As a result, information is not always shared.
- Monitoring of the provision is poor and self-evaluation is not used to develop a precise improvement plan to overcome identified weaknesses.

### It has the following strengths

- The environment is welcoming to children and their families. Children form secure attachments with all staff which effectively promotes their emotional well-being.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the club's main room and associated facilities, including the outdoor play area.
- The inspector spoke to the nominated representative of the provision, the manager, staff and children.
- The inspector looked at children's progress files, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed self-evaluation procedures.

## Inspector

Ann Austen

## **Full Report**

### **Information about the setting**

Oscar's Out of School Club is one of three clubs owned by a private provider and was registered in 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a designated room within All Saints Church of England Primary School, Northampton. Children have access to a designated classroom, an adjoining room and outdoor play areas. The club serves the children who attend the adjoining school and pre-school and is accessible to all children.

The club employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3 and 2. The club opens Monday to Friday during term time only. Sessions are from 7.45am until 8.50pm and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- complement the children's learning and development in settings in which children spend more time by: using information received from other providers to plan complementary learning and make use of up to date materials, such as, 'Development Matters in the Early Years Foundation Stage' to support consistent observational assessment and planning
- deliver challenging and enjoyable experiences for all children by providing sufficient resources and activities to support children when they play in the gym and use appropriate teaching strategies to support children in their learning and development
- ensure that children are unable to leave the premises unsupervised and take all reasonable steps to prevent unauthorised persons entering the premises; this refers to the security of the entrance door
- ensure staffing arrangements meet the needs of the children and ensure their safety at all times; this refers to the deployment of staff
- ensure public liability insurance is in place
- ensure agreement is obtained from Ofsted to store records securely off the premises
- improve partnership working by enabling a regular two-way flow of information between providers when children attend more than one setting.

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

- use consistent and sharply focused monitoring and analysis to improve the overall quality of the setting. Develop evaluation systems by devising an improvement plan to overcome identified weaknesses in order to improve the quality of the provision for children.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

Staff are currently developing their knowledge of the revised Statutory Framework for the Early Years Foundation Stage and their role within it. However, staff do not effectively use information from the school and adjoining nursery to complement the learning children receive in other settings. Consequently, the planning is not effective in matching activities to the children's individual needs, observation and assessment is not consistent and staff use outdated materials to support their practice. As a result, children's progress is not sufficient. The key person system supports links with parents and carers. Parents are encouraged to provide information at the start of the placement. For example, information is obtained about children's favourite activities and preferences. This aids the settling-in process. Staff communicate with parents on a daily basis to keep them up-to-date about their children's time in the club.

Staff, generally, play alongside the children. However, staff do not always fully support children's learning to encourage them to practice and refine their skills. For example, during construction activities staff do not always encourage young children to talk about the shapes they see and how they can be arranged and used in their constructions. As a result, learning opportunities are not used effectively and children's enjoyment while at the club is not extended. In addition, children playing in the school hall are not provided with a sufficient range of resources and activities to fully support their learning and development. Consequently, children's interest is not sustained, noise levels rise and the safety of younger children is compromised because older children's behaviour occasionally deteriorates.

Children have opportunities to choose from the activities provided. For example, they make marks on the chalk board and use the colourful beads to create models. Children draw pictures, use the scissors with growing precision and enjoy digging in the sand pit. Friendships are appropriately fostered; young children use their imaginations as they play together in the role play area. They engage in friendly conversation and share their ideas. Children are encouraged to learn about the wider world. They raise money to support charity events and visitors to the club effectively broaden children's range of experiences. For example, children learn about different reptiles and have an opportunity to handle a snake.

### **The contribution of the early years provision to the well-being of children**

The premises are welcoming to children and their families. For example, a range of colourful posters are displayed and children can help themselves to a selection of toys and resources to support their play. However, staff do not always ensure that the entrance door to the club remains secure during the duration of the session. Consequently, children's safety and well-being is compromised. In addition, staff are not always deployed appropriately to ensure the children's safety and continuing well-being. For example, staff do not closely monitor the entrance area and members of the management team occasionally spend time in the office area dealing with administration issues instead of being actively engaged in supporting the children's learning and development.

Parent's views about their child's care needs, routines and preferences are sought at the

start of the placement in order to ensure continuous and consistent care. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This effectively aids settling-in arrangements and transitions between the adjoining pre-school and school. As a result, children settle quickly and form secure attachments with the staff which appropriately supports their emotional well-being. For example, children express their needs and approach staff for support and reassurance if they hurt themselves.

Children are beginning to learn to recognise dangers and how to remain safe. For example, they learn that they should not talk to strangers and how to evacuate the building in the event of a fire. Children contribute to the rules of the club, supporting them to understand expectations and boundaries. They are encouraged to share, take turns and to be kind to one another. However, occasionally the lack of sufficient stimulation, especially in the gym, leads to unwanted behaviour, such as, older children inappropriately throwing resources, or aimlessly running about. This hinders children's learning and puts themselves and others at risk of harm.

Children are encouraged to take part in exercise activities, which satisfactory promotes their physical health and well-being. For example, they have opportunities for physically active play in the gym and the adjoining outdoor play areas. Children are provided with healthy breakfast and snack options. They enjoy a selection of cereals, toast, fresh fruit and pasta dishes. Children freely help themselves to fresh drinking water throughout the session which ensures they remain well hydrated and comfortable. Snack time is a sociable occasion where children sit around the table and share their news. Children's independence and self-care skills are appropriately fostered. They routinely wash their hands before snack and after messy play and are encouraged to place their coats and bags on the coat pegs when they arrive at the club.

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

The leadership of the club is not effective in ensuring that the requirements of the revised Statutory Framework for the Early Years Foundation Stage are met. Arrangements to ensure the children's safety are not robust and ineffective monitoring results in poor quality practice. This impacts on children's safety, well-being and their learning and development. The provider has also failed to meet a number of requirements for the voluntary and compulsory parts of the Childcare Register. The management team uses self-evaluation to highlight strengths and areas to improve, for example, they plan to improve planning systems. However, a precise improvement plan to overcome weaknesses has not been formulated. This restricts the continuing drive for improvement. The action raised at the last inspection has been met, the snooker table has been moved to ensure the children's safety. However, the recommendations raised at the last inspection have only been partially met. This is because self-evaluation is not yet robust and the sharing of relevant information about children with others delivering the Early Years Foundation Stage is not fully implemented.

A range of relevant health and safety policies and procedures are in place to support the running of the provision and the welfare of the children. However, the manager could not find the public liability insurance certificate at the time of the inspection and some records are kept off the premises without prior agreement from Ofsted. This compromises the effective management of the provision. Suitable checks and induction procedures make sure staff are vetted and prepared to work with children. The management team complete staff appraisals and professional development is encouraged. The management team and staff discuss the indicator signs of abuse and neglect and the procedures to follow to report concerns. In addition, the designated person has attended a child protection training course. Daily checks are completed at the start of the session to identify and minimise potential hazards. For example, staff ensure that the safe barrier is securely in place to prevent children from having access to the kitchen. However, the entrance door to the club is not always secure throughout the duration of the session. Consequently, parents and potentially unauthorised persons can freely enter the premises and children can leave the premises unsupervised. This compromises children's safety.

Staff establish friendly relationships with parents in order to support the children's continuing care and learning. Parent's comment that their children enjoy their time at the club. Management and staff are aware of the role of other professionals in order to support appropriate interventions so that all children receive the support they need. They develop relationships with reception teachers and staff at the adjoining pre-school. For example, reception staff share the children's progress booklets with staff. However, staff do not routinely use this information to plan and complement children's learning during their time at the club. Consequently, further complementary learning opportunities are not identified or provided. In addition, staff do not share the children's achievements while at the club, with reception teachers or staff at the adjoining pre-school. This does not support a consistent, shared approach to children's learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm. (the registered person must ensure that children receiving childcare are kept safe from harm)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (The registered person must ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving)

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (the registered person must ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on younger children)
- ensure insurance is in place that provides cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss (The registered person must be covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (The registered person must ensure that no one can enter without the knowledge of the person who is caring for children on the premises)
- ensure that children receiving childcare are kept safe from harm (the registered person must ensure that children receiving childcare are kept safe from harm)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access, or where the child is aged eight or over and the parent of the child has agreed that they may leave unaccompanied.
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (The registered person must ensure that no one can enter without the knowledge of the person who is caring for children on the premises)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (the registered person must ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on younger children)
- ensure insurance is in place that provides cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss (The registered person must be covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY383585
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	821625
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Oscars Out Of School Club
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	07900 473113

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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