

Oscar's Out of School Club

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

Inspection date	13/01/2014
Previous inspection date	25/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff establish close links with staff at the adjoining school and pre-school. This successfully complements and supports children's ongoing learning and development.
- The friendly interactions between children and staff help them form secure emotional attachments. As a result, children demonstrate that they feel safe and confident in the care of the staff.
- Staff ensure that the safety and supervision of the children is addressed well. They are fully aware of their responsibilities to protect children from abuse and neglect, which ensures children are protected at all times.
- Staff implement consistent behavioural management strategies. As a result, children learn to play harmoniously together, to share and take turns.

It is not yet outstanding because

- Staff do not always ensure children gain the highest achievements in their physical development while playing outside. This is because staff generally supervise the children, and as a result, learning opportunities are not always fully optimised at this time.

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 had a tour of the premises during the inspection.
- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Oscar's Out of School Club is one of four 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 All Saints Church of England Primary School in Northampton. Children have access to a designated classroom, an adjoining room, the gymnasium and outdoor play areas. The clubs serves the children who attend the adjoining school and pre-school and is accessible to all children.

The out of school club employs 13 members of childcare staff. Of these, 10 members of staff hold appropriate early years qualifications at level 2 and above. 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 10 children attending who are in the early years age group. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's physical development in the outdoor environment; by ensuring the quality of teaching enables all children to gain the highest achievements while playing outside.

Inspection judgements

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

Children enjoy attending the before and after school club provision. They have fun and are provided with a good range of activities which helps them to make progress across the seven areas of learning. This is because staff working at the provision successfully complement the learning provided in settings where children spend more time. For example, staff effectively communicate with Reception teachers at the adjoining school and regularly share what they know about the children in their care. In addition, staff gather initial 'All about me' information from parents, which successfully aids the settling-in process and helps staff to establish children's interests. Staff subsequently use ongoing observational assessment to continue to plan the children's next steps in all required areas of learning. Children's achievements are recorded by key persons in individual record folders. Planning is flexible and often influenced by the children's choices, ideas and play preferences. Staff form good relationships with the parents. Information is regularly shared and exchanged to ensure parents are kept well informed about their children's achievements and time at the provision.

Children settle quickly and confidently choose resources and activities and initiate their own play. They form friendships, actively seek out others to share experiences and enjoy working together as part of a group. For example, children play team games together, such as the 'traffic light' game in the adjoining gymnasium. This also improves children's knowledge and understanding of the rules of games. Staff interactions with the children are consistently positive and cheery. They show an interest in what the children are doing and chat to them about their day at school and pre-school. Children express themselves confidently and readily engage in conversations with staff and other children, which successfully enhances their language development. Staff promote children's mathematical understanding by encouraged them to count objects as they play and to see how many items are left if one item is taken away. In addition, children write numbers in the sand and successfully create patterns as they play with the beads. Children enjoy baking cakes and are encouraged by the staff to read and follow the instructions on the recipe card. In addition, children share their school reading books with the staff and are encouraged to identity their own name cards before snack. This effectively supports children's ongoing literacy development.

Children have opportunities to express their creativity. For example, children paint, create models out of salt dough and thoroughly enjoy creating structures using recycled materials. In addition, children use their imaginations as they play with the farm and dolls house and enjoy taking the dolls for a walk in the buggy. Manipulative skills are practised as children play with the construction skills and manipulate the dough. Staff support children to develop their knowledge of the wider world because they involve them in celebrations, such as, Diwali, Christmas and the Chinese New Year. Children enjoy participating in physical play experiences in the outdoor environment. For example, children bounce on the space hoppers and throw the balls to one another. However, occasionally staff do not always ensure children gain the highest achievements in their learning while playing outside. This is because staff generally supervise the children, and as a result, learning opportunities are not always fully optimised at this time.

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

All children and their families are welcomed into this friendly provision. Children are respected as individuals and their emotional security is given high priority. They demonstrate that they feel safe and secure and form good attachments with their key person and all staff members. For example, children seek reassurance if required and willingly include the staff in their chosen activities. Parents' views about their child's care needs are sought at the start of the placement in order to ensure continuous and consistent care. For example, precise information is obtained about any known medical needs and allergies. In addition, staff successfully work in partnership with the adjoining school and pre-school to continue to support smooth transitions between the different environments. For example, information is exchanged about children's care and learning and development achievements.

The premises are safe and welcoming to children and their families, which ensures the well-being of the children attending. In addition, children's artwork and photographs are displayed, which effectively promotes their sense of belonging. Staff apply clear,

consistent boundaries so that children learn to behave and share. Behaviour is mainly good, with any minor issues dealt with sensitively by staff who encourage children to think about what they have done and why. This helps children to learn the difference between right and wrong. In addition, board games and team games in the gymnasium support children in learning to wait for their turn. Staff support children to develop an awareness of safety and how to stay safe. For example, staff remind children not to run indoors; that they could hurt themselves and others. In addition, children are actively encouraged to take responsibility, for example, they spread their own crackers, pour their own drinks and wash up their utensils after snack. Staff, subsequently, praise the children for their achievements, which actively promotes their confidence and self-esteem.

Children enjoy playing outside in the fresh air and have opportunities for energetic play, which aids their continuing good health and well-being. Records are accurately kept of any accidents or medicines administered and a sufficient number of staff have attended paediatric first-aid training. Children follow appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross infection. Children are provided with healthy breakfasts and snack options and are able to help themselves to a drink if they are thirsty. This ensures children remain well-hydrated and comfortable. Meal times are social occasions as children sit chatting to their friends and staff use this opportunity to encourage good manners.

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

Children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. For example, the management team obtains enhanced Disclosure and Barring Service checks for all members of staff. The manager and staff are very clear about their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person responsible for child protection understands her responsibility to report concerns to the appropriate agencies. Staff carry out daily risk assessments of the indoor and outdoor play areas, which enables them to identify and remove any potential hazards. Early years children are safely escorted to and from the adjoining school and pre-school at the beginning and end of the school day. In addition, the departure of children is closely supervised; staff closely monitor the entrance door and parents are required to sign the register of attendance to confirm their child is leaving the provision. Visitors to the premises are also asked for their identification and requested to sign the visitor's book. The management team have developed a good range of written policies and procedures to support the safe and effective management of the provision.

Management and staff have a good overview of the requirements of the revised Statutory framework for the Early Years Foundation Stage in order to guide their practice. In addition, the management team has recruited and retained appropriately qualified staff, and as a result, the learning environment and planned activities successfully complements the children's learning in provisions where they spend more time. The management team monitors staff practice through annual appraisals and is continuing to develop and

implement regular supervision. The management team encourages the staff's professional development. For example, staff are encouraged to obtain childcare qualifications and to attend training workshops to extend and develop their existing skills and knowledge. Since the last inspection by Ofsted where the provision received a number of actions to improve, management and staff have worked hard to improve the overall quality of the provision. In addition, advice has been welcomed from local authority development workers and from other successful provisions. Subsequently, all previous actions and recommendations have now been met, and as a result, children's well-being and their ongoing learning and development has significantly improved. Furthermore, the manager and staff team demonstrate a commitment to the continual development of the whole provision. They accurately identify key strengths and current weaknesses in order to continue to move the provision forward.

Partnerships with parents are positive. Parents speak highly of the before and after school provision, explaining that their children are happy, supported and participate in a good range of activities. In addition, parents comment that communication is effective. This ensures that staff and parents work well together to meet children's different needs. Partnerships with the adjoining school and pre-school are well established and contributes effectively to the continuity of the children's care and learning. In addition, management and staff successfully support children with special educational needs and/or disabilities and understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY383585
Local authority	Northamptonshire
Inspection number	913131
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	10
Name of provider	Oscars Out Of School Club Partnership
Date of previous inspection	25/02/2013
Telephone number	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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