

High Flyers Deddington

Deddington Primary School, Earls Lane, Deddington, Banbury,
Oxfordshire OX15 0TJ



Inspection date	15 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- The provider has a good knowledge of her role and responsibilities. Her organised approach and dedication help her lead her staff team effectively. Staff implement the requirements of the early years foundation stage very well.
- Staff adhere to the provider's policies, procedures and risk assessments to help ensure children's health, safety and well-being.
- Partnerships with school are well established. The headteacher of the school is positive about the impact for children. He states the after-school club staff, who also work as school teaching assistants, know the children very well. He adds that the provider is a good communicator and that parents very much appreciate the service staff offer to their children after the school day.
- Children enjoy their time at the after-school club. They are eager to join in with their activities. Children explain that they 'love attending' and have 'made lots of friends'. Children behave very well. They are respectful of each other. Older children at the setting are good role models. Children receive good-quality care, in line with that at school.
- Staff are reflective of their practice and keen to improve. They are looking forward to the possibility of a purpose-built environment to be shared with school to enhance the provision further. Staff have identified ways to encourage children's perception of risk even more and are introducing new practice to invite children to help assess safety at the setting at the start and during the session.
- Children contribute to ideas for activities to do each day. However, practice to embed this as part of a more-robust evaluation process, to help staff know what children enjoy doing most or what they would like to do in the future, is not yet fully established.
- Parents comment positively about the care their children receive. They state that staff offer a broad range of activities and that children enjoy attending. Parents add that staff relay important information from school and keep them updated about what they have done at the after-school session.

What the setting needs to do to improve further

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

- enhance further the ways children are encouraged to offer their ideas about what they enjoy most and what they would like to do in the future, to support their emerging interests.

Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector spoke with children, parents, staff and the headteacher of the school.
- The inspector met with the provider. They discussed how staff plan for children and how they review practice.
- The inspector discussed with staff how they update their skills and knowledge.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The provider uses effective systems for the recruitment and induction of her staff. She is very keen to ensure the highest quality of staff standards to meet the needs of children attending. Staff speak confidently about training, which has supported their knowledge for implementing positive behaviour. They explain how they now adapt skills for different situations and scenarios and are more aware of triggers that may affect children's interactions. Nevertheless, they add that children attending are very respectful of others and all get along very well. Staff highlight that the fact that they all also work in school is extremely beneficial, as they know the children so well. Staff receive regular support and mentoring from the provider to help ensure their ongoing suitability for their roles. Safeguarding is effective. Staff demonstrate a good knowledge and understanding of all safeguarding matters. They know how to protect children in their care. Staff value the views of parents and regularly seek their opinions, for example, through questionnaires.

Quality of teaching, learning and assessment is good

Staff plan well to offer children a broad range of activities indoors and outdoors after the school day. Children are engaged and motivated to join in. This is demonstrated outdoors as children learn to use a racket and ball. Warm and caring staff help children to find confidence in new things, explaining, for instance to 'watch the ball' as children show good hand-to-eye coordination and have fun playing racket sports. Staff interact enthusiastically as they play with hoops with the children. Children soon learn with delight as they 'wiggle their hips' to make the hoop go around and around. Children play respectfully together as they help each other use the skipping rope and show mathematical reasoning as they count how many they skip for. Staff plan exciting activities indoors, and children thoroughly enjoy making masks. They confidently choose their mask and colours. They concentrate hard on their design and are able to write their names with ease. Staff ensure they know about children's interests and abilities when starting at the after-school club. They gain this information from initial discussions with parents and school teaching staff. They are very willing to help children if they are struggling a little with something at school and understand the importance of promoting continuity for children's care and learning.

Personal development, behaviour and welfare are good

Caring staff inspire children to be confident and independent. Children take responsibility for their personal possessions on arrival at the setting. They listen attentively as staff take the attendance register and understand the importance of this practice. Staff invite children to be part of a team as they set club rules together. These rules include respecting others, listening, having good table manners and having fun. Children adhere to other club rules, for example they know to ask staff when going off to the toilet. Children are willing helpers, for instance, when helping staff to tidy up. Staff promote children's health and safety. They demonstrate this by reminding children to put on sun protection and to wear sun hats when the afternoon becomes particularly hot. They encourage children to sit in the shade as much as possible and to drink plenty of water. Staff provide children with healthy snacks and meals, which children thoroughly enjoy.

Setting details

Unique reference number	EY544226
Local authority	Oxfordshire
Inspection number	10090297
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	20
Number of children on roll	97
Name of registered person	High Flyers Oxford Limited
Registered person unique reference number	RP533308
Date of previous inspection	Not applicable
Telephone number	07766 290 242

High Flyers Deddington is an after-school club is based at Deddington Primary School in Oxfordshire. It operates Monday to Friday after the school day, from 3.15pm to 6pm, during term time only. There are three staff who work with the children, including the provider who holds a recognised childcare qualification.

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