



Wolvercote School

Inspection report for early years provision

Unique Reference Number	EY282619
Inspection date	08 September 2006
Inspector	Jan Leo
Setting Address	Wolvercote First School, First Turn, Oxford, Oxfordshire, OX2 8AQ
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Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Wolvercote School After School Club is one of eight provisions run by Oxford Active. It has been operating since 1996 and was taken over by Oxford Active in 2004.

The children use the sports hall, kitchen and the whole of the school grounds, and they have washroom facilities adjacent to the hall. The group is registered for up to 32 children aged between three and under eight years and currently has approximately 20 children in that age group on roll. Children over the age of eight years also attend. Numbers vary each day because children attend on a regular and occasional basis.

The club is open from Monday to Friday from 15:00 to 17:30 during term time only. All children are currently pupils at the school.

There are four regular staff members and an additional helper employed to work with the children; three staff members have, or are studying for, a nationally recognised qualification to level 2 or above, and one has completed relevant training in play work.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they benefit from regular fresh air and exercise, follow good practice regarding hand washing, and eat tempting and nutritious snacks to sustain them until they get home.

Staff welcome children on arrival to ensure they settle quickly and feel emotionally secure within the setting. The children choose what to do, most opting for quiet activities at first in order to renew their energy level after the school day. They become more active as the session progresses, with some climbing and swinging outdoors in the sunshine; while others kick a ball inside, bounce across the room on a space hopper, or run to catch a hoop rolled by a friend.

Children play within a very clean environment and learn to wash their hands regularly to avoid the spread of germs. The staff provide free access to drinking water and encourage children to pour themselves a drink whenever they are thirsty. The children sit sociably together at snack time; when staff offer a choice of drinks and serve a well-presented plate of food to each child. All staff are aware of, and cater for, children's individual dietary needs to maintain their good health.

Staff have their own first aid equipment and keep supplies well stocked and up to date. They record details of any accidents but are not meticulous about keeping details accurate and separating each record to maintain confidentiality.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe environment, under close supervision, to protect them from harm. Some enjoy playing on the adventure playground, to challenge their physical skills within a controlled environment. The staff supervise diligently as children dangle upside down or struggle across the monkey bars. Staff keep children together, when playing outdoors, to ensure all children are in clear sight, and they monitor access to the provision to avoid unwanted visitors. Staff follow a robust collection and registration system to make sure children arrive safely; and they act promptly if children fail to arrive on time.

Children have ample space to play safely indoors without active play impeding the more sedate activities. Most children wear only socks on their feet when playing inside, which increases the risk of accidents. Children have free access to resources and can fetch equipment out of the cupboard easily. All toys and games are in good condition and suitable for the age and interests of the children who attend. Staff complete regular risk assessments to identify and address hazards; and all staff take responsibility for keeping children safe from harm.

The staff have a sound understanding of child protection issues and keep reference material readily available in case they have concerns about a child. Child protection is routinely included in the induction of new staff. Training in this area is undertaken to ensure staff keep up to date with procedures and have the ability to act in children's best interest at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children normally arrive to find an interesting range of activities laid out in advance. The staff greet children on arrival and provide opportunities to share information about the day. Children rapidly decide what to do and some confidently link with friends to develop their games in small groups. Staff swiftly engage new children in activities, such as throwing and catching, to make sure they are fully included and they settle quickly to become a calm and relaxed group. Some choose to play alone and enjoy quiet time on electronic games or playing with soldiers. All children are free to do what they want and occupy themselves effectively. All staff join in play and, whilst they do not actively promote learning, they provide opportunities for children to develop and they support children's development to help them achieve. For example, staff introduce new games, such as the Magic Tooth Fairy game, explain the rules and play alongside children to make sure they know what to do. When introducing UNO to a group of children, one child confidently declared she could play the game. Staff encouraged her to explain the rules and asked appropriate questions to tease out the necessary information to enable everyone to play. Staff show interest in what children do and provide the attention each child needs to feel welcome. As a result all children are relaxed, friendly and confident. They mix well regardless of age or gender and many are reluctant to go home at the end of the session.

Helping children make a positive contribution

The provision is good.

All children feel welcome and join in play willingly because staff organise small group activities and ensure everyone knows how to play. This helps children make friends easily and rapidly become part of the group. Staff support children's individual needs by working closely with parents and carers. For example, they provide increased attention for children who are emotionally fragile and persevere until they find strategies to successfully overcome behavioural difficulties.

The staff and helpers act as very good role models for children to follow. They are calm, friendly and enthusiastic; and as a result the children behave well, willingly help with routine tasks, and form good relationships with staff and their peers.

Parents and carers value the setting highly. They have easy access to information about how the provision operates and staff display essential information prominently for all to see. Staff talk to adults who collect children in order to pass on details about the day and ensure care arrangements remain effective.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff offer a varied programme with appropriate challenges to help children develop. Children receive a high level of supervision at all times; staff and helpers deploy themselves effectively and join in the activities as a matter of routine. Children choose what to do and benefit from both indoor and outdoor activities, which allow them to unwind and expend energy after school.

All staff and helpers receive a thorough induction, to equip them with the knowledge and skills they need to preserve children's well-being and provide the consistency needed to ensure children feel secure. Staff training is encouraged to ensure they continue their personal development and increase their skills. This helps staff in their quest to raise standards.

The provision follows corporate policies and maintains clear records in order to provide an efficient service for families who use the setting. All of the documentation, required by regulation, is in place and generally of a high standard. There are some minor errors in health and safety records.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure paperwork is checked to remove minor errors.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk