

Oscar

Inspection report for early years provision

Unique Reference Number	316777
Inspection date	15 June 2007
Inspector	Christine Marsh
Setting Address	Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH
Telephone number	0161 764 7298
E-mail	
Registered person	Childcare Management Committee
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?

Oscar Out of School Care has been open since 1992. It is run by the Childcare Management Committee and operates from the premises of Greenhill Primary School. The children have access to the Pre-School building for Reception and Year 1 children, plus two classrooms and the hall for all children. They also have access to kitchen and toilet facilities. They have use of the school yard and field for outdoor activities. It is situated in a residential area of Bury and serves children from the wider community.

There are currently 129 children on roll, aged from four to 11 years. A maximum of 56 children can attend at any one time. Children attend a variety of sessions. The club opens five days a week, term time only. Sessions are from 08.00 to 09.00 and 15.30 to 17.30 during term time. There is also a holiday club which is registered for 32 children which operates between 08.30 and 17.30 during school holiday times.

Currently 11 staff are available to work directly with the children. Of these, seven including the manager hold a recognised childcare qualification. The Club is supported by Bury Childcare and Extended Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to have fresh air and exercise. Staff encourage children to play outside and organised games, such as football and hockey are played on a regular basis. In addition children organise their own informal games and are seen using large hoops and playing ball games. Through these activities children have vigorous exercise that contributes to a healthy lifestyle. Indoors children play games with a large parachute supported by staff. Some of these games involve running around the perimeter of the parachute playing chase. Children are seen smiling and shouting encouragement to one another as they play.

Children's small motor skills are developed by activities inside and outside. For example, outdoors children can weave fabric strips through the railings, and indoors they are seen concentrating intently as they thread small beads on strings. In these ways children gain control over their bodies developing both their large and small motor skills. If children are feeling tired they can relax in the sensory room watching soothing butterfly patterns on the walls or making their own patterns. This gives children opportunities to have quiet, reflective moments.

Children are able to access drinks of sugar-free squash from a trolley in the hall and water from the drinking fountain, throughout the session. However, the drinking fountain is not close to the other drinks, which means children are more likely to opt for the squash that is conveniently nearby. Snacks are also available. Fresh fruit and savoury crackers are offered regularly. Biscuits are offered less frequently. Children are seen helping themselves to fruit from a large bowl. These snacks and drinks keep children refreshed. Children experience different tastes by staff occasionally offering more unusual fruits, for example, mangoes and pineapples.

Staff have a sound knowledge of general hygiene and of food hygiene. Surfaces are appropriately wiped and drinks are kept covered. Children are consistently reminded to wash their hands after going to the toilet. Staff have first aid certificates and their knowledge helps to protect children in the event of minor accidents. In these ways children's health and well-being is promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly welcomed when they arrive at the club. Staff have a good understanding of safety issues within the setting and take appropriate steps to identify risks and to minimise hazards. For example, stacked chairs are located behind a curtain that children do not access. As a result, children are able to move around freely indoors and outdoors. Exterior gates are locked and parents are aware of the access routes for collecting children. Separate areas are supervised by allocated staff and on sessions when fewer children attend the hall is the only indoor room used for play. On busier sessions other rooms are used as well. Children are kept safe and secure and their welfare is suitably protected by these measures.

Children have a wide range of toys and equipment to choose from. Children are able to access most equipment themselves which encourages their independence. Only equipment with tiny pieces that need supervision, such as tiny beads that could be swallowed, are stored where children need to ask staff to get them. In these ways children's safety is promoted.

All staff have recently undertaken a fire marshal course. A clear procedure where staff have assigned roles protects children in the event of an emergency. The emergency evacuation procedure takes place regularly which helps children become familiar with it and begin to learn to protect themselves. Staff are aware of possible signs and symptoms of abuse and of the procedures to follow in the event of any concerns. Some staff have undergone training on child protection and others are booked for training later this year. Children's welfare is safeguarded by staff having a sound understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are seen helping themselves to a box full of large sheets of material which they use to make a den with staff support. This group of children then become highly involved in a game that continually evolves as they add extra props, such as pieces of material with holes in so that they fit over their heads. Children chat and develop this play throughout the session with very little adult intervention. In this way they take control of their play, learn to share and negotiate and are physically active as they move around inside and outside their den.

Other children sit at a table with staff and are seen concentrating as they thread beads talking to each other and making patterns of their own choice. Boys and girls of different ages are involved in this activity and staff provide support according to individual need. This means that all children achieve success in making a bead bracelet which boosts their self-esteem.

Some children enjoy playing hairstyles with dolls heads with wigs on them. They often move on to doing each others hair. Such sociable activities provide valuable relaxation after school work. Some children occasionally choose to do their school homework at the club. Children benefit from the wide variety of activities available. They make independent choices and play happily with their friends.

Children are seen playing on a computer in pairs taking turns. Staff encourage children to choose a range of games and not to play on the computer for long periods. This means that children have plenty of opportunities to socialise. They benefit from this companionship and the variety of activities.

Helping children make a positive contribution

The provision is outstanding.

Children learn to treat others kindly and to see differences as positive. For example, staff include female and male members from a number of generations. This means that children have a variety of role models which helps them learn to relate positively to a wide range of people. Positive images of difference are also provided by the resources children access. For example, small world toy figures, books and jigsaws all promote positive images of people from different cultures and of people with disabilities. Staff talk to children about difference and help children relate well to one another. For example, when a child is reluctant to let another join in a game with their group an adult explains how being excluded would make the child feel unhappy.

Staff sensitively support children in large group games. For example, in parachute games, quieter children or those who find following instructions more difficult, are supported by a member of staff who stands next to the child in the circle. These children are able to join in fully and confidently as adults check they can cope with the instructions. Children gain self-esteem and develop their confidence as a result of this support.

Children learn to take responsibility by being actively involved in the ground rules that are established for the club. At the beginning of the school year children of different age groups meet with a member of staff and discuss the rules that they think would be useful. For younger children the adult scribes whereas older children write the rules. The basic rules are then discussed and agreed. This means that children have ownership of the rules and are more likely to obey them. Children are seen behaving very well. Behaviour is seldom a problem at the club. Even children who sometimes find it difficult to follow rules usually manage to regulate their behaviour with a little adult support. As a result children thoroughly enjoy coming to the club. Asked what they like about it they say, 'the activities' and playing with their friends. Several parents interviewed said that their children are reluctant to go home if they arrive early because they are enjoying themselves so much with their friends.

Parents are extremely happy with the provision. Several commented on the flexibility of the staff. For example, there have been times parents have asked for extra sessions for their children because of other commitments. Staff have accommodated such short term changes willingly. This helps to provide consistency for children when their close family have additional commitments that might otherwise affect them negatively. If children have minor health problems that require medication staff provide support and administer medication when needed. In these ways children's health, well-being and self-esteem are positively promoted within this inclusive setting.

Organisation

The organisation is good.

The staff and manager work very well as a team. They communicate effectively and ensure that children are closely supervised at all times. Staff are well qualified and the ratios of children to staff are always met. Effective recruitment procedures are in place to ensure that staff are appropriately vetted and suitable to work with children. Clear induction systems are in place to ensure new staff are informed about the daily organisation of the group. Staff undertake training to keep them up to date with issues to promote children's health and well-being. Children are very familiar with the routines and are seen confidently accessing materials and happily engaged in activities. Children's relationships with staff are extremely good.

Documentation is thorough. Policies and procedures are suitably in place. Appropriate information is recorded in relation to children's health, medical needs and personal details. This information promotes children's health, welfare and development.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to make sure that all accidents were recorded in a confidential manner and that Ofsted is informed where an accident occurs that results in professional medical attention being required. Both aspects have been noted and are appropriately responded to. For example, each individual accident is recorded on a separate page so that parents do not see any details of accidents affecting other children. These measures

ensure confidentiality is retained and that Ofsted are aware of any accidents of a more serious nature. In these ways children's health and safety is protected.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required 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 can be seen 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 fresh drinking water is readily accessible at all times.

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