

# Charlton Primary School

Inspection report for early years provision

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**Unique reference number** EY370424  
**Inspection date** 14/10/2008  
**Inspector** Rachel Edwards

**Setting address** Charlton Village Road, Wantage, Oxfordshire, OX12 7HG

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Charlton before and after school club opened in 2008. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a building within Charlton Primary School, Oxfordshire which has an enclosed outside area. The premises have disabled access and toilets. The group is registered for 26 children, aged from three to eight years. Children can attend for a variety of sessions. The setting makes provision for children who speak English as an additional language and has experience of caring for children with special needs. The breakfast and out of school club are opened during term time only. With sessions from 07.45 until 08.45 and again 15.10 until 18.00. There are four members of staff who work with the children. Two members of staff hold a recognised early year's qualification, and one other is working towards her level three.

## **Overall effectiveness of the early years provision**

The breakfast and after school club provides all children and with a safe, enjoyable and inclusive environment. Staff are particularly aware of children's individual needs after a long day at school or pre-school and make sure they get plenty of individual attention. Staff are highly reflective about their work and draw up realistic action plans to improve areas they have identified. Whilst sound procedures are in place to promote children's welfare and learning, there are minor weaknesses in hygiene, children's access to resources and the use of developmental records.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure children consistently learn about personal hygiene by washing their hands before eating snack
- ensure that resources are organised so that children can see more easily what is available and select things for themselves
- make effective use of the children's developmental records to plan activities that will help them move onto next stage in learning and develop partnerships with other settings the children attend

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

The breakfast and after school club is safely and efficiently organised to ensure that all children enjoy their time and are well cared for. The enthusiastic and committed owner clearly leads her strong team of staff who effectively follow the comprehensive policies and procedures that guide all areas of their work. Staff are encouraged to attend regular training and to gain relevant qualifications. Children are well protected as the staff have a sound understanding of child protection arrangements and they carry out thorough risk assessments of all areas and more

hazardous activities. Adults working with the children are suitable to do so as robust recruitment procedures are followed.

Staff think hard about how to further improve the provision by routinely evaluating their practice. They regularly meet to plan and discuss improvements and actively seek feedback from the children, their parents and the school. This has helped them successfully identify areas to further develop, which has already benefited the children, such as the purchase of a snooker table and role play area. Children are confident to voice their opinions as they know they will be listened to.

Parents receive good quality information about the setting. They exchange information with staff through informal daily discussions. There are plans to share children's developmental records with parents. The group has not yet developed links with other settings that the children attend so that they cannot fully meet children's learning and welfare needs.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development whilst attending the breakfast and after school club. This is due to the skilled small team of staff that work with them and ensure that the needs of the youngest children, who are still in the early years foundation stage, are fully met. Each key member of staff is responsible for the well-being of a small group of children, making sure that they are settled, well occupied and able to rest and relax if they need to, at the end of a long day, having come from school or pre-school.

The large hall is well organised to create cosy spaces and quieter areas as well as room for more boisterous play. This helps children feel secure and allows them space to follow their own interests. They are able to choose from the small range of activities put out by staff or may select other resources from storage boxes within the hall. However, these are not fully accessible to the youngest children who cannot read the labels nor reach the highest boxes and may not know what is available to ask for. Children of all ages play together well, the older children often help younger ones to master new skills, such as skipping. Children also benefit from being able to play outside when they wish. The smaller outdoor area is not securely fenced but staff supervise children well. Staff provide excellent support for children, encouraging them to try new challenges, such as jumping between tyres or to count the number of stars on their picture and predict one more. They love to choose books and snuggle up under a canopy with their key person to listen to a story. Staff regularly observe and record children's achievements and illustrate these with photographs to make an attractive record to share with parents. However, they do not use this information to plan activities that will progress children's learning.

Children are learning about being healthy in many ways. They start the day with a 'wake-up' session of physical exercise and have plenty of opportunities to play outside at the end of the day. The children particularly enjoy yoga sessions, which helps them to relax after a busy day. They benefit from a very healthy diet at the setting. When they first arrive after school, most choose to boost their energy with a wonderful choice of fruit, attractively laid out and breadsticks and vegetables with a

dip. A delicious nourishing freshly cooked tea is served later, and many children eagerly ask for second helpings. The children lay the tables and enjoy a relaxed social meal together. All children's dietary needs are fully accommodated for example, a vegetarian option is always available. Staff give good support to the youngest children, for example, helping them with cutlery and encouraging to sit at the table until they have finished. Children know to wash their hands before eating tea but this is not done at snack time so they do not receive consistent messages about personal hygiene.

Children are kept safe due to the vigilant staff, who thoroughly assess all areas and activities for potential hazards and take prompt action to minimise any risks. Children learn to keep themselves safe, for example by being allowed to experience some danger and learning to manage risks safely. For example, they loved building a camp fire and cooking marshmallows on long sticks, and they know that soft soled shoes will prevent them slipping on the climbing apparatus. Children's behaviour is excellent and this is because staff are great role models, treating all with politeness and respect and involving children in setting clear boundaries for mutually acceptable behaviour.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration 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 they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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