

Ollerton Out of School Care

Inspection report for early years provision

Unique reference number	EY372615
Inspection date	22/10/2008
Inspector	Janice Walker
Setting address	Ollerton Primary & Nursery School, Whinney Lane, New Ollerton, NEWARK, Nottinghamshire, NG22 9TH
Telephone number	07734 115042
Email	
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

Ollerton Out of School Care opened in 1991 and re-registered in 2008 under a new name. It is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It operates from rooms in Ollerton Primary School. The group have access to four separate indoor play areas along with toilets, kitchen and fully enclosed outdoor area. Access to the club is located at the rear of the school through the Dukeries complex, where there is ample car parking. The out of school club serves families from Ollerton, Boughton and surrounding areas. It is registered to provide care for 50 children under the age of eight, and accepts children from three to 14 years. Children attend a variety of sessions each week depending on the individual requirements of each family. The club opens each week day during school term-time offering before and after school care. Sessions are from 7:30 to 9:00 and 15:00 to 18:00. A holiday club is also provided, this is open each week day from 7:30 to 18:00 during most school holidays. Seven staff work on a part-time basis with the children. Six staff are qualified to Level 2 in childcare and education or playworks with one staff member working towards this. Three staff hold a Level 3 qualification and a further two are working towards this. The setting receives support from the Out of School Development Team from the local authority.

Overall effectiveness of the early years provision

Ollerton Out of School Care provides very effectively for children in the Early Years Foundation Stage. The exceptional emphasis on inclusion and very high levels of respect the staff show towards the children, supports all children in recognising and valuing their own unique qualities and to learn to value differences. Children are fully involved in choosing their activities so each child is purposefully engaged and skilled staff provide appropriate support or supervision as needed. Effective relationships with parents and others ensure that children's individual needs are met. There are secure systems in place to evaluate the provision and clearly identified plans for the future to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems in order to plan more specifically to meet young children's needs in relation to the six areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- assign a key person to each child within the Early Years Foundation Stage.

05/11/2008

The leadership and management of the early years provision

Effective records, policies and procedures underpin the safe and efficient management of the provision. Clear recruitment and selection procedures ensure that staff are suitable and qualified to work with children and there are appropriate systems in place to ensure that they remain so. Written risk assessments are in place and regularly reviewed which contributes greatly to minimising the risk of accidents both indoors and during transfers to and from other settings. Staff are effectively deployed, ensuring that children are well supervised and supported at all times. A key worker system, however, is not yet in place to ensure links with home are consolidated as effectively as possible. Toys and play materials are well organised to enable all children to access them safely and independently, including children with learning difficulties and/or disabilities. Through training and clear written procedures, staff have a comprehensive understanding of their responsibilities regarding child protection and the designated person has experience of working with other agencies to protect children, which underpins her knowledge.

Staff demonstrate a great commitment to the setting through their frequent attendance at internal and external meetings and at training events which support their professional development. Many staff are working towards, or have just achieved, a higher level of qualification. Staff meetings are used to review practices and procedures so that all staff contribute to the continual improvement of the provision. There are very effective links with other organisations which are also used to self-evaluate. The manager and staff demonstrate a clear awareness of their identified strengths and areas to improve and are in the process of developing new systems and procedures to address identified gaps and enhance the provision for children. The setting actively seeks and responds to support and advice from other professionals which has a positive impact on the overall quality of the early years provision and the outcomes for all children.

Parents are made to feel welcome and speak highly of the provision. They are able to access all policies and procedures so are clear on how the setting operates. They are actively encouraged to attend with their children to participate in inspiring activities facilitated by other organisations, therefore, enabling them to be involved in supporting their children's learning and development. Staff gather appropriate information relating to children's needs at the outset so that these can be met. Where children have additional needs, parents and others involved in the child's care all contribute detailed information about the level of care required. Ongoing liaison with other agencies ensures these children receive a continued high level of support. The setting has established effective links and works closely with other providers delivering the Early Years Foundation Stage to ensure that appropriate information is shared about children's care and well-being.

The quality and standards of the early years provision

Children are happy and settled in the provision. The sessions are well planned with a good balance of adult-led activities which introduce them to new experiences, and

child-initiated play which enables them to freely express themselves. Staff are skilled in supporting children's learning, providing support to those who need it, enabling them to participate in their chosen activity and allowing others the space and opportunities to explore, investigate and create; alone or with their peers. Staff have formed good relationships with the children who confidently state their views and opinions. Children's independence is strongly encouraged through daily routines and they competently select and prepare their own snacks and drinks and make their own decisions regarding their play. Children with learning difficulties and/or disabilities have individual plans in place identifying their needs for each session they attend. Staff are in the process of extending this system for all children within the Early Years Foundation Stage as, although they observe children on an ongoing basis, systems are not yet completely secure in ensuring that these children's needs are fully met in relation to the six areas of learning. Children have free access to a wide selection of toys. They play imaginatively during role play and with 'Small World' toys, design and create with construction and hama beads and produce drawings and pictures of their own design. The school hall and outdoor play areas are regularly used to allow children to explore space and movement using a range of equipment, such as the parachute, and to play organised group games such as bench ball. Organised activities such as compiling a wish list of new toys using toy catalogues involves them in decision making within the setting. Older children then take the lead in negotiating priorities based on the cost and available budget, supporting children's understanding of the value of their play materials.

Comprehensive systems are in place to promote children's safety within the setting. Visitors are monitored and staff deploy themselves effectively to ensure that children are appropriately supervised. A daily check list has been devised from the risk assessment and an identified member of staff undertakes this to ensure that the premises and equipment are safe prior to children's arrival at each session. Children learn about possible dangers and how to keep themselves safe through good practices; for example, they wear fluorescent jackets when walking in the community to be easily identifiable and regularly practice the emergency evacuation procedures. They learn safe ways of using equipment which pose possible dangers, such as the iron, and are very well supervised to be able to iron their hama bead designs independently. This not only teaches them about safety but also enables them to complete their design independently, therefore, promoting their self-esteem and sense of achievement.

Good standards of cleanliness and appropriate policies regarding illnesses help to minimise the risk of spread of infection. All staff hold current first aid certificates and systems are in place to ensure they can respond swiftly and effectively in the event of an accident or emergency. Through routines and discussion, children learn about and practice good personal hygiene. The setting continues to develop the promotion of healthy eating. Snack times ensure children have an adequate quantity of food and include healthy options and drinks are freely available throughout the session.

Children have a strong sense of belonging and of their own identity within the group because staff value their contributions; the suggestion box invites ongoing comments and they are involved in decisions regarding new equipment. They participate in a wide variety of activities that help to build their self-esteem and value their own uniqueness. Through staff's excellent example, they learn to value

differences and to show each other kindness and consideration, including those who are from different cultural or racial backgrounds and those with learning difficulties and/or disabilities. They also engage in activities that help to develop their appreciation of the wider world, for example, they have made North American Indian wigwams, Indian elephants and enjoyed making Rangoli patterns both in and outdoors. Clear rules are in place to ensure that children learn acceptable behaviour; staff consistently reinforce messages about what is acceptable and what is not so that children learn what is right and wrong.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

There have been no complaints made to Ofsted since registration.

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.