

OSCARS

Inspection report for early years provision

Unique reference number 136040
Inspection date 21/10/2008
Inspector Jill Spiteri

Setting address The Terrapin, Frampton Cotterell C of E Primary School,
Rectory Road, Frampton Cotterell, Bristol, Avon, BS36 2BT
Telephone number 01454 250528
Email oscars.terrapin1@virgin.net
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

OSCARS Out of School Club and Recreation Scheme is run by a voluntary committee made up of parents and the manager. It is registered on both the compulsory and voluntary parts of the Childcare Register and the Early Years Register.

It opened in 1992 and operates from the scheme's own terrapin building on the school site, which is accessible to all. It has effective links with the EYFS provision in the primary school. A maximum of 30 children may attend the setting at any one time in the before/after school and holiday schemes. The before/after school scheme opens five days a week during school term times from 07.45 to 08.55 and from 15.15 to 18.00. The holiday scheme opens five days a week during all school holidays from 07.45 to 18.00. All children share access to a secure enclosed outdoor play area. There are currently 75 children from five to eight years on roll. The before/after school provision serves children from the school; the holiday scheme serves the local and surrounding areas. Children attend for a variety of sessions. The setting employs 11 members of staff. Of these, five have appropriate early years qualifications.

Overall effectiveness of the early years provision

The caring staff welcome each child as they enter OSCARS, making them feel valued and enabling them to settle quickly. This excellent individual care and attention underpins the wide range of positive experiences that children are offered. This is evident in a parent comment, 'This is the first place that I have felt happy to leave him, the staff are so caring and friendly.' Older children are encouraged to support younger ones, which they do very well. The skilled staff ensure that every child is fully involved and engaged in appropriate activities, which offer good opportunities for learning through play. The manager works with all staff to consider the strengths and weaker areas of their practice, which they continually improve. Very effective procedures are in place to ensure that the children are kept safe.

What steps need to be taken to improve provision further?

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

- increase links with the primary school to secure continuity of experience for each child between the two settings
- ensure that all staff are fully trained in the Early Years Foundation Stage to further raise skills in implementing the framework

The leadership and management of the early years provision

The manager has developed very positive relationships between staff, parents and carers of the children, with information about the welfare of the children shared on a daily basis. Positive links with the staff of the primary school also ensure that daily concerns are shared. Continuity in provision across the two settings has yet to be developed. The manager is aware of the need to develop this link further to enable consistency in planning for children's needs. Monthly evaluation of the provision ensures that there is a continual cycle of review that leads to improvement. There is recognition of the need for further staff training, demonstrating a commitment to increasing staff skills and knowledge, especially for the Early Years Foundation Stage. Secure systems are in place to ensure the health and safety of each child, with daily checking of key aspects. Policies are regularly reviewed. The manager has ensured that improvements have been made to address the recommendations which were made at the last inspection.

The quality and standards of the early years provision

Children access a wide range of activities, which help them to make good progress across all areas of learning. It is evident from the happy smiles, shared chatter and participation that the children are enjoying their learning. A parent commented that her son 'likes it so much, he doesn't want to leave!' Adults support when appropriate and pose questions, which promote thinking and reasoning, especially when playing games. Children are also taught to take turns and share. Children's behaviour is good. Staff have high expectations and positive rules are displayed alongside visual images, allowing access for all. Younger children are supported in activities such as drawing by older children, who suggest additional details for aliens and share books to find football facts. The secure environment allows children to be confident, enabling them to independently select their tasks and follow their interests. Staff are extremely polite and respectful when talking to the children, which encourages respect for self and others. Children demonstrate recognition of this in the way they politely relate to adults and each other. The indoor learning is complemented by displays, such as a wall of wishes, which promotes writing and personal, social and emotional development. Written instructions, which are supported by visual images, allow the younger children to understand and follow procedures to keep themselves safe both in and out of the club and to develop good hygiene habits when using the toilet. The excellent outdoor provision allows children to continue their learning with many rich resources, such as a variety of play equipment. Children are eager to select from a range of healthy food, which they thoroughly enjoy. Children clear activities away quickly and carefully demonstrating their care for equipment. The breakfast club allows for a very calm start to the day and children feel valued as they smile when they are sent off to school with staff comments such as, 'Enjoy your day,' and 'Be good for your teachers!'

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 the last inspection.

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.