

Oscar's Out of School Club

Inspection report for early years provision

Unique reference number	EY383585
Inspection date	18/05/2009
Inspector	Andrea Ewer
Setting address	All Saints C of E Primary School, Boughton Green Road, NORTHAMPTON, NN2 7AJ
Telephone number	07900 473113
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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 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

Oscar's Out of School Club opened in 2008 and is one of two privately owned settings. The club is on the Early Years register and compulsory part of the Childcare Register. A maximum of 40 children aged from three years up to eight years may attend the out of school club at any one time.

The Out of School Club operates from All Saints Church of England Primary School Northampton. It is open from 07.45 to 09.00 and 15.15 to 18.00 Monday to Friday during term time and the holiday club opens from 08.00 until 18.00 for nine weeks of the year. All children share access to the schools play grounds and sports field for outdoor play. Children come from a wide area. The out of school club supports children who have learning difficulties and/or disabilities and also children who speak English as a additional language.

The Out of School Club employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The out of school club receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the out of school club where they all feel valued as individuals and their needs are met well. Partnerships with parents are effective in ensuring a continuous approach to children's welfare and staff are developing partnerships with the school. Overall children's safety is promoted. Staff have started to use self-evaluation to identify strengths and priorities for improvement.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to clearly identify what is being done well and priorities for development to improve outcomes for children
- ensure children are properly supervised at all times with particular regard to outdoor play
- ensure effective continuity and progression of children's care and learning by sharing relevant information about children with others delivering the Early Years Foundation Stage.

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

- improve children's safety by reviewing the risk assessment, with particular regard to the location of the snooker table and following changes to safety measures that are now in place. (Suitable premises, environment and equipment, also applies to both parts

19/06/2009

of the childcare register)

The leadership and management of the early years provision

Records, policies and procedures required for the safe and efficient management of the provision are well maintained and inclusive for all who attend. Staff obtain useful information from parents about any specific needs children may have and use it to ensure they provide appropriate care. For example, the list of children's special dietary requirements is displayed in the kitchen area and reminds staff that they may need to provide alternative snacks when particular children are present.

Although a risk assessment has been carried out, it has not been reviewed to take account of changes that enhance children's safety in the outdoor area and some potential hazards remain. For example, the location of the snooker table poses a risk to children playing nearby. Additionally, children are not always properly supervised in the outdoor area which potentially compromises their safety. Children are, however, reminded to walk indoors and that they must not play-wrestle in case someone gets hurt. Space is generally well-organised to allow children to participate in a wide range of activities. They make good use of the outdoor area most days and the main play area is set out attractively and provides a welcoming and child-friendly environment. Children are well safeguarded because staff understand the signs and symptoms of abuse and their role and responsibility in protecting them from harm or neglect.

Partnerships with parents are effective in promoting children's welfare. Parents say they are very happy with the standard of care provided and that their children really look forward to coming to the club. Overall they feel staff are friendly and approachable, feel reassured that any issues regarding their children will be dealt with sensitively and most know how to make a complaint. Staff have not yet fully extended partnerships with reception class teachers to further promote the integration of children's learning and development.

Clear systems are in place to evaluate the quality of the provision and take account of all staff's views. Staff are working with the local authority to develop the use of self-reflection to monitor outcomes for children. For example, staff training needs are clearly identified, with most staff working towards a professional qualification and the action plan includes specific areas of training that staff are to attend in order to enhance their practice and subsequently the quality of care and learning opportunities provided.

The quality and standards of the early years provision

Children feel secure in the out of school club where they enthusiastically participate in activities of their choice. Overall, children share friendly relationships with staff who know them well and meet their individual needs, however, occasionally interaction to guide and support children's play is limited. Children are well behaved and gain a very good understanding of the need for rules and

boundaries. They feel valued by staff and respond very well to the clear expectations for their behaviour. Children make a positive contribution to setting the rules of the club by suggesting their ideas for acceptable behaviour. Staff gently remind boisterous children that they must not play wrestling as someone may get hurt and they understand they must write their name on the list to show whose turn it is to play snooker or on the games console.

Children enjoy being in the stimulating environment that overall complements the education and care provided during their day at school. They enthusiastically participate in the wide range of activities that promotes each of the six areas of learning. Weather permitting, they choose whether to play indoors or outdoors with activities that meet their individual needs and help them to relax after a busy day at school. For example, children expend excess energy and develop their physical skills as they play ball games outdoors whilst others enjoy relaxing during craft activities where they use their imagination to make pictures and models using a variety of materials. They practise skills they learn at school as they freely access mark-making materials and carefully write their name before drawing pictures. They carefully draw around the dinosaur stencils and cut accurately around the outline. Children build on their understanding of how things work, share and take turns as they play computer games.

Children develop simple, good hygiene practises as part of daily routines such as washing their hands at appropriate times. Staff maintain records that support them to promote children's good health. They obtain information about children's specific dietary and medical needs, obtain written consent from parents to seek emergency medical treatment or advice and accident records are accurately maintained. Children access drinking water and fresh fruit freely and enjoy healthy snacks such as crackers with a range of spreads.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified within the early years section of the report (Suitability and safety of premises and equipment) 19/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified within the early years section of the report (Suitability and safety of premises and equipment) 19/06/2009