

Ambrosden Out of School Clubs

Inspection report for early years provision

Unique reference number	134807
Inspection date	10/03/2009
Inspector	Graham Stephens
Setting address	Classroom 7, Five Acres CP School, Blackthorn Road, Ambrosden, Bicester, Oxfordshire, OX25 2LN
Telephone number	0788551619
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

Ambrosden Out of School Clubs registered in July 2000. It is a committee run group operated by the Army Welfare Services. They provide a breakfast club and an after school club on the Five Acres County Primary School site, in Ambrosden near Bicester. The clubs use the community room, hall, computer suite and outdoor areas belonging to the school. The setting is registered to accept a maximum of 25 children from three to eight years at any time, it also accepts children over the age of eight years. Children attend on a full time, part time or occasional basis and numbers vary each day. There are currently 24 children on roll with an average of 10 attending the breakfast club and 15 the after school club each day. The times of the operation are currently Monday to Friday 08.00 to 08.50 and 15.00 to 18.00 term time only. There are currently five staff working with the children, two of whom have a level 3 qualification and one a level 2

Overall effectiveness of the early years provision

The setting provides satisfactorily for children in the Early Years Foundation Stage. Some activities are planned and resources prepared but most are selected by the children each day. Children have equal access to all activities. Some activities mirror those selected by older children and are not always fully appropriate for young children. Assessment procedures are at an early stage of development. There are sound procedures for ensuring children's safety and well being. Procedures to evaluate the quality of provision are not consistent within both clubs. Links with the main school are underdeveloped. The capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- establish self-evaluation procedures for both clubs so that all staff understand what is working well and what needs to improve further to ensure the best possible provision for the children
- ensure that regular links are made with the main school's Early Years Foundation Stage in order to help plan activities that are fully appropriate to children's ages and development and to share any concerns on welfare and support
- systematically record evaluations of children's progress so that planning is better informed and more sharply focussed on meeting children's needs

The leadership and management of the early years provision

Until very recently there had been a long gap when no Early Years Foundation Stage children attended the setting. This has recently changed and the manager is addressing the need to update planning and assessment procedures as a matter of

urgency. She is determined to ensure that the recently appointed staff are fully conversant with how they might best meet the learning and development needs of these children and plans are in hand for appropriate training to be given. Although links with the Early Years Foundation Stage in the main school exist they are not well established. Consequently provision in the setting does not always complement that of the school and opportunities to contribute more effectively to children's progress, support and welfare are lost. Assessment procedures are informal although a recent start has been made to record observations and to share these with teachers in the main school. All records, policies and procedures required by regulations are in place and contribute to the efficient management of the setting. Staff are deployed carefully to ensure that they have a good oversight of the children. They know them well and effective safeguarding systems protect the children and provide for their physical, social and emotional needs. Staff understand child protection procedures well and systems are in place to check on all adults who work in the setting to ensure that there are no reasons as to why they should not work with the children. Staff seize the opportunity to discuss the children with parents when they are collected. Parents confirmed that they are kept well informed about all activities and that procedures regarding the administration of medicine are rigorously applied. Self-evaluation within the setting is inconsistent. There are informal methods of evaluation and this is satisfactory overall. A good start has been made in the breakfast club to review and further improve provision. Procedures in the after school club however need to develop if the continuous improvement of the setting is to be assured.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make progress across all areas of learning. Planning needs to take greater account of the different needs of the children and to involve them more in the planning process. A sound range of resources are available that provide opportunities for children to make choices and encourage them to work together. However, staff are not fully aware of how they might best be deployed and used to consistently encourage decision making and social and basic skills. This was observed outside where children attempted to copy older members of the club using bats and balls, kicking footballs into a goal and using scooters. Apart from one child who was encouraged to identify the colours in a jumping game, opportunities to encourage the children to play together and to share equipment were lost. Plentiful opportunities for physical activity combined with the very healthy snacks provided, help children understand the importance of healthy living. All staff stress the importance of hygiene and routines such as washing hands before and after eating are well established. Children also are very happy in the setting. They feel secure and confidently approach adults to share experiences or concerns. There is an appropriate emphasis on safety and careful supervision helps children understand the importance of behaving sensibly and showing regard for each other. There are good procedures in place to record the arrival and departure of the children.

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?	2
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?	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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.