

Ollerton Out of School Care

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Edgar Hastings
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

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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.

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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. There is appropriate disabled access to the building for children and adults. 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 12 years, and 16 if they have special educational needs and /or disabilities. All together there are 60 children on roll including two in the Early Years Foundation Stage age range. 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 7:30am to 9:00am and 3:00pm to 6:00pm. A holiday club is also provided, and this is open each week day from 7:30am to 6:00pm during most school holidays.

Seven staff work on a part-time basis and all hold appropriate qualifications. The setting receives support from the Out of School Development Team from the local authority. There are strong links with Ollerton Primary School, the other local primary schools within the area and Ollerton and Tuxford Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Ollerton Out of School care is good, it meets the needs of early years children well, and good systems are in place to ensure children enjoy a wide range of enjoyable activities and make good progress. The quality of relationships between adults and children is a strength where children can thrive in a safe and secure environment. It is a highly inclusive setting where the arrangements for supporting children with special educational needs and/or disabilities are outstanding. There is an effective partnership with parents, with the host school and the other schools which the children attend. A strong commitment to improvement is evident and consequently the capacity to make improvement is good.

What steps need to be taken to improve provision further?

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

- ensure newly developed assessment procedures are now used to meet young children's individual needs in relation to the six areas of learning.

- develop a more systematic approach to evaluating the setting's strengths and areas for development.

The effectiveness of leadership and management of the early years provision

The manager and her staff show a good level of commitment and work together well as a team. Although they have not yet tackled the self evaluation form as a staff group, they meet to discuss the effectiveness of their sessions on the children's learning, and how they can be improved, and this is incorporated into their planning. Teaching resources are carefully organised with clear instructions on how they can be used with the children to ensure they receive the maximum benefit from the experiences provided. The setting provides a wide range of resources of good quality covering all areas of learning. Many of the table top games provide good opportunities to develop children's language and mathematical and counting skills. The provision for experiences in creative development is of high quality with visits from artists in residence providing valuable opportunities for children to extend and develop their knowledge and skills. Action made at the time for the previous inspection have been given attention, and the role of key person is now fully embedded in daily practice. Assessment procedures covering the six areas of learning have now been developed, but they have not yet been fully implemented.

This inclusive setting provides outstanding provision for children with special educational needs and / or disabilities. All staff have undertaken additional training in order to provide for the needs of children with severe disabilities, and they go to great lengths to accommodate their special educational needs throughout the year. The staff are good role models for the young children in their care who as a result have developed strong bonds with this group of children and have learned to understand the true nature of diversity.

Links with parents are good, they provided some very positive comments about how well their children are looked after. In particular they appreciate the quality of care given by the staff whom they describe as 'Brilliant!' Their children enjoy attending because of the exciting range of experiences they get, and 'The chance to mix with their friends and to make new ones from different schools and classes'. There are strong links with the host school through the sharing of information and working closely together to support the children, and the Early Years group in particular. Links with other schools the children attend are good as some of the staff pick them up and are able to exchange news and information with the staff there.

Procedures for safeguarding are good with thorough vetting for staff. Children are kept safe and free from harm and all their welfare needs are met well. Regular risk assessments are carried out on fixtures and fittings, toys and resources to ensure they are fit for purpose.

The quality and standards of the early years provision and outcomes for children

The children receive a warm welcome on arrival and can choose to engage in an activity or have a snack which they prepare for themselves from a selection of healthy food and drink. At the start a different adult led activity is provided for each day and most children join in and enjoy this shared time together. The quality of relationships is strong and children are encouraged to extend their skills by trying out new ideas, and chatting about their day and engaging in conversation. The atmosphere is relaxed and children are confident in making choices from a good balance of adult led and activities chosen by the children. The resources are easily accessible to the children and they also help out at the end of the session in tidying away the equipment that has been in use. Several children were enjoying clay modelling and showing some good fine motor skills in handling modelling tools to shape and design their work. Tabletop games are popular especially the football game which some of the boys play with great enthusiasm and a developing level of skill. There are many opportunities during the week for children to go outside and use the school's secure playground and play areas where a range of physical activities are provided including team games. In the holiday club sports coaching is provided.

There is a quiet area for those who wish to do homework or to just have a few moments on their own. Construction toys such as Lego are popular and on occasions models will be kept overnight so that they can be developed further the next day by the enthusiastic builders. Role play is well provided for with a good range of costumes for children to dress up in for activities in the home corner or to support their topic on pirates. Development through creative activities is very popular with children and there is evidence of their developing skills displayed on the walls from work completed with the artists in residence with some good quality oil paintings.

Staff are vigilant in ensuring the children's safety and impress on them about being careful and aware of their own safety and that of others. The emphasis on choosing the healthy snack and the provision of regular exercise ensures children understand the concept of a healthy lifestyle. The level of enjoyment they get contributes to the good progress they make in their personal and social development, through sharing and taking turns, and these attributes and their developing skills and understanding will stand them in good stead in the future learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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