

Olveston Out of School Club

Inspection report for early years provision

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Inspector Nigel Lindsay Smith

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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

Olveston Out of School Club opened in 2007 and re-registered under the current private ownership in 2010. It operates from and serves Olveston Primary School in the rural village of Olveston, South Gloucestershire. The club has access to the new school hall, the kitchen within the hall, the Information Technology suite with mezzanine area, library, playground and school fields. The club opens daily during school terms between 7.55am and 9am and 3.30pm and 6pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years may attend the setting at any one time, of whom no more than 26 may be in the early years age group and none under four years. There are currently five children in the early years age group on roll. There are nine members of staff, of whom four hold appropriate early years qualifications to at least NVQ at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are occupied well and enjoy their time in the setting, with access to a good variety of activities and equipment. There are good arrangements in place to support the development of the children in the Early Years Foundation Stage. Staff develop good relationships with the children and encourage them to contribute to the good atmosphere in the setting through working positively with each other. Partnerships with parents are well-established to contribute to the children making good progress in the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop further the use of the observations of children in planning "what next" for individuals and groups of children
- develop further the use of self-assessment in evaluating the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the setting has an effective child protection policy. Managers have undertaken additional relevant training and staff have a good awareness of appropriate action to take in the event of a child protection concern. All adults in the setting have appropriate checks completed. Risk assessments for the premises and outside areas support children's safety and good safety measures are in place to ensure that the premises are safe, such as the arrangements for staff to monitor all visitors to the premises.

Children of different ages are included well in the setting. There is a strong commitment to providing appropriate support for children with additional needs and for whom English is an additional language. The setting is accessible for wheelchair users as access is level and there is an accessible toilet. The setting identifies areas for improvement through regular staff meetings, although they have not utilised a self-evaluation format to examine their progress. Children's views on the scheme are invited through a suggestion book, and evaluation forms will seek parents' views. Parents' comments at inspection include that children enjoy the good mix of activities and the opportunity to relax after their school day. They also comment positively on staff's knowledge of children, and children's improved confidence through making good relationships with the older children from the school. Staff are encouraged to complete professional training and to undertake other training opportunities. The setting has begun to liaise with the school as partners in providing the Early Years Foundation Stage to children. Play resources are deployed well to give children variety and choice, and they enjoy good access to the outside areas.

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

Children choose from a good variety of activities and play opportunities. Children make good relationships with staff and interact well with each other. They are given good attention by the staff, who ensure that they benefit from supportive interactions. Staff generally use their observations of children in their planning for the next steps in promoting children's learning, although these are not used to their full potential. Children contribute towards the rules for the club, and they behave well.

Children select their activities from a varying range of items set out in the hall and adjacent playground, including cars, table top games and dressing up clothes. They can relax in an area with large bean bags. They enjoy exercise and fresh air as they freely go out to the adjacent playground to use skateboards or onto the playing field to play ball games. They use construction materials on the hall floor to make roads for the trucks and cars. Staff explain the rules of table top games and children enjoy playing them with their older peers. Children develop skills for the future as all of the areas of learning are covered. They use the school's computer suite every week to develop their information technology skills. They enjoy creative activities such as cooking, craft and using the role play area. They develop their problem solving and numeracy skills through completing puzzles and counting plates needed for a cooking activity. They extend their knowledge of the world through developing craft activities linked to festivals they have learnt about at school, for example making pots with candles for Ramadan. They have good opportunities for physical activity through using hoops and playing table tennis, and they develop their small muscle skills through activities such as threading and using beads. Staff give children good individual support to follow their interests, for example helping them identify cooking ingredients in a book they have chosen to take home from school.

Accidents are managed appropriately as there is always a member of staff present

with a current first aid certificate, and records are maintained accurately and shared with parents. Children learn about keeping safe, for example, through discussion of the safety measures for the play activities. Children's good hygiene is encouraged by regular hand washing, and they enjoy healthy snacks of fruit and toast and regular drinks.

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	2
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