

Oscar Club

Inspection report for early years provision

Unique reference number 511435
Inspection date 28/05/2010
Inspector Lindsay Hall

Setting address Taywood House, At Clipstone Brook Lower School,
Brooklands Drive, Leighton Buzzard, Bedfordshire, LU7 3PG
Telephone number 01525 376314
Email oscarclub10@yahoo.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Oscar Club (Out of School Care And Recreation) opened in 2001 and is run by a parent management committee. It operates from Taywood House, a terrapin building within the grounds of Clipstone Brook Lower School in Leighton Buzzard. The unit contains toilets and an office. There is direct access to an enclosed garden area. A maximum of 30 children, aged from two to under five years, may attend the provision at any one time, using a combination of breakfast club, pre-school sessions, after school club and holiday care.

The pre-school, offering funded education, is open each weekday during school term time only from 9:00am to 12 noon and 1:00pm to 3:00pm. The breakfast club operates each week day from 7:45am to 9:00am, the after school club opens from 3:15pm to 5:45pm and the holiday club from 8:00am to 6:00pm, during school holidays only. The children come from the town of Leighton Buzzard, Linslade and the surrounding areas.

There are currently 24 children on roll in the pre-school, of these, 13 children receive funding for nursery education. Provision is made for children who have special educational needs and who speak English as an additional language.

Eight members of staff work at the pre-school. All of the permanent staff hold appropriate early years qualifications at Level 2, 3 or 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Oscar Club offers children a warm and caring environment where each child is valued and their individual personalities are nurtured. It meets the needs of the children well and they are making good progress whilst enjoying their time in the group. The happy, enthusiastic staff team plan exciting activities which capture children's imagination and encourage them to take responsibility for the own learning. Resources are varied, accessible and age-appropriate and there is a free flow between inside and outside activities. Partnerships with parents and other agencies is effective and ensures that the ongoing learning and development needs of the children are met. The setting is beginning to use self-evaluation to effectively identify both key strengths and areas for improvement. The setting has a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- enhance the use of information gathered about individual children's learning to identify gaps and to guide staff when planning the next steps
- increase the opportunities for children to develop skills for the future through

the use of information communication technology, such as digital cameras, CD players and programmable toys in addition to the work on computers.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and child protection issues. All staff have completed safeguarding training and follow a well-written policy should they have any concerns about the children in their care. The security of the premises is very robust and procedures for arrivals and departures ensure children are handed over safely to a known adult. Children participate in fire drills each half term which allows them to be fully aware of what to do in an emergency. Clear procedures are in place to ensure all staff have up to date Criminal Records Bureau checks and safer recruitment training has been completed by committee members to ensure suitable staff are recruited. Risk assessments are carried out to keep children safe and staff are vigilant in supervising children and are deployed effectively to ensure children's safety in their indoor and outdoor environments. Security is given a high priority and comprehensive policies and procedures are fully implemented to ensure that children are safeguarded.

Inside, the setting has bright colourful displays of children's work, as well as letters and numbers to support children's independent learning. They make excellent use of the outside area as an extension of the learning environment. The staff fully consider the areas of learning and how these will be promoted through the different activities and the good quality resources they prepare. They work well as a team and through regular staff meetings have all contributed towards the completion of the self-evaluation form to identify strengths and areas for development. However there are no detailed written action plans to show how and when these may be achieved. Staff routinely observe and assess the children's learning in order to monitor their progress towards their early learning goals. Children's records show a range of recording methods for observations and assessments with photographs and comments which are clearly linked to the six areas of learning. However, this assessment information is not used sufficiently to focus and inform weekly planning, and a detailed tracking system to accurately identify gaps in children's learning is not yet fully in place.

Relationships and communication with parents is good. The setting compiles newsletters and a termly information sheet about the themes to be covered. A wall display near the entrance provides a range of helpful information. Parents are kept up to date with their child's development, through regular discussions and termly consultation sessions with their child's key person. These meetings review targets and the next steps and offer parents the opportunity to look at recorded observations of their children. The setting effectively promotes equality and diversity. Staff have a good knowledge of each child's background and needs and ensures that each child gets individualised support. If children with special educational needs and/or disabilities need additional support, the pre-school works with parents and interagency teams to draw up an individual education plan, and provides appropriate support to ensure good progress.

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

Children are happy and settled and play well together, participating in a variety of fun activities, such as digging and searching for mini beasts in the newly-developed garden area and creating an 'orchestra' with a selection of colourful musical instruments. Each area of learning is promoted effectively and there is a good balance of adult-led and child-led activities. Children's personal, social and emotional development is promoted particularly well. Children are learning to share and take turns with resources and activities. Staff interact effectively with children, listening to what they have to say and building respectful and caring relationships. Children are beginning to learn how to share, cooperate and work together, supported by the staff's skilful behaviour management. Staff treat the children with warmth and kindness, which helps them to develop good self-esteem and a sense of security and belonging. There is effective use of praise and children are encouraged to understand and respect each other's needs. They build good relationships with their peers and are highly involved in the range of activities and enjoy the routine.

Children have free movement to an outside play area where they can access a wide range of additional equipment to promote their physical development well. Additional resources and equipment are provided to help support children's all round development. They were observed having an enjoyable time playing with a well-equipped dolls' house, as well as balls, water and guttering equipment. The children enjoyed listening to sounds they created with instruments on the music table.

Children have good opportunities to be creative, solve problems and explore different textures. For example, they delight in exploring the damp oats in trays by making 'porridge'. Staff enable the children to spend considerable time experimenting with the oats, spreading it with their hands, drawing shapes in it, squeezing it through their fingers and using their senses to smell and describe how it feels. On another table children make 'rattlesnakes' from paper and dry sweetcorn and are encouraged to describe the sound and to solve the problem of making a packet to hold the sweetcorn on the snake's tail. A computer is available for children to learn how to operate simple programmes, however the use of other modern technology such as digital cameras and programmable toys is limited, restricting the development of skills for the future.

Children were observed enjoying the hospital role play corner, playing well together and chatting confidently about taking medicine and imaginary aches and pains. There is a good level of interaction between the staff and children to develop their vocabulary and speech and this is a strength of the setting. Children's thinking is also continually extended through discussions and open ended questioning by staff. Children have access to a wide range of resources for mark-making, to promote their early writing skills. They enjoy listening to and joining in with songs and action rhymes, which help to develop their language and physical skills.

Children learn about healthy lifestyles and the importance of fresh air and exercise. They learn good hygiene as they independently wash their hands after toileting and before eating and are able to explain why it is necessary for good health to do so. Children clear away their bowls after their snack and help at tidy up time, working cooperatively together. They grow vegetables in the small greenhouse to be planted out in the raised beds. These activities encourage children to learn about sustainability, caring for resources and being responsible for their environment.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	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

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