

POOSCS trading as Oaklands After School and Holiday Scheme

Inspection report for early years provision

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Inspection date	07/09/2010
Inspector	Carol Johnston
Setting address	Somerset County Council, Parfields, 5 Preston Grove, YEOVIL, Somerset, BA20 2DU
Telephone number	01935 426776
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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

POOSCS trading as Oaklands After School and Holiday Scheme have been registered since 1994 and are situated within Oaklands Primary School, Yeovil. They have been operating at these premises since March 2010. Children have use of a classroom, toilet and cloakroom facilities and also have occasional use of the main school hall and kitchen. There are two outside areas available, one is a hard standing playground and the other is part grassed and part safety surfacing with a covered area. The group also operate in conjunction with their sister site at Huish school in Yeovil. The group are open Monday to Friday from 3pm to 6pm during school term times and 8.15am to 6pm during the school holidays.

Ofsted have registered the group on the Early Years Register and both parts of the Childcare Register. They are registered to care for a maximum of 22 children aged from four to eight years at any one time, of whom 22 may be in the early years age group. Children aged over eight years may also attend. This parent committee run group employ seven staff, the majority of whom have completed training in childcare and play work.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are mostly settled and happy and there are a variety of resources for them to choose from. However, there is a lack of planning and organisation meaning that largely, children are left to amuse themselves. Observations are taken of children in the early years age group. However, these are not used to focus on activities that will meet their specific needs. There is inconsistency in staff knowledge about the Early Years Foundation Stage. Although a self-evaluation process has been started, this does not involve all of the staff team and does not identify areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that all staff have a sufficient understanding of the Early Years Foundation Stage in order to plan activities that are based on children's individual needs
- organise and plan a range of activities that will motivate the children and engage their interest
- deploy the staff more effectively so that they are clear of their roles and responsibilities in supporting the activities and children's play
- increase opportunities for children's independence at snack time.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory understanding of safeguarding issues. They know the types and signs of child abuse, how to record details and which agencies to contact if a concern arises. Consequently, they are able to gain appropriate support for a child at risk of harm. There is a safeguarding policy in place which outlines their responsibilities in this area and informs parents of the procedures that will be followed. Children are protected from having unsuitable staff working with them as police and reference checks are obtained before they start employment. Staff go to collect young children from the classrooms at the end of the school day to make sure they arrive safely. Risk assessments are carried out of all areas used and there is a regular fire drill so that children will know what to do should an emergency occur. The premises are very secure with a swipe card being the only means of access and exit, preventing the risk of unauthorised persons being able to enter. Staff make sure that they have all the necessary medical information about each child and any food allergies they may have to prevent any risk of giving inappropriate food items which may cause harm.

Resources are plentiful and the children enjoy choosing from them. However, there is no planning of activities and no clear deployment of staff. Consequently, children have to arrange their own games and activities. Although most children do this happily, at times, some children become bored and restless. For example, on arrival, children sit at the tables and are asked by staff what sandwich they want made for them. Children who have finished have limited staff interaction as staff are still making sandwiches for the other children. As the children are able to make their own snack, this limits their opportunities for independence and team working.

There are friendly relationships with parents can and a daily discussion when they come to collect the children. In addition, there are newsletters sent out on a regular basis. Policies and procedures are available to parents on the notice board. Links with local schools to share information about the children are still in the process of being developed. Staff have a varying knowledge of the Early Years Foundation Stage and currently, although observations are made of children in the early years age group, these are not being utilised to support their progress through the areas of learning.

There are plans to help children learn about different cultures with events based on festivals such as Divali and Chinese New Year and there are several books available for children to read about these. There are links being developed with local special educational needs coordinators should children have any specific learning needs or disabilities to ensure they are supported appropriately.

Although a self-evaluation process has been started, it does not yet involve all of the staff team and their ideas or clearly identify specific areas for improvement and development.

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

Children are welcomed into a bright and inviting environment and resources are clean and colourful. They get on well with each other and form small groups to play with the construction toys, board games or football outside. There is a well stocked art and craft table for the children to help themselves to. A few children also sit quietly together to do their homework, chatting about what they are doing and asking the staff to check it for them when they are finished. Although children are mostly settled, there is a lack of organised activities that would engage them more effectively and help them learn. Staff ratios are met and children supervised, however, staff are not deployed effectively to arrange specific activities for groups of children. For example, there is a large playground available for outdoor play, but children currently use it to wander around, kick balls or to sit and chat. However, it is not used effectively for activities such as team games that would engage, involve and motivate the children.

Children learn about their personal safety by knowing the safety rules and they are clear about the boundaries of the playground when outside. They know they must tell a member of staff if they need to go to the toilet and younger ones are supervised when doing this. Children follow effective hygiene measures and know that when they arrive, they must go and wash their hands before snack time. Children are offered a variety of sandwiches such as tuna, cheese and sweetcorn and there are plenty of drinks offered to maintain their fluid levels. Staff keep the preparation areas and tables clean, wiping them down frequently to ensure children are eating in hygienic surroundings.

Children are encouraged to learn how to respect others and a 'values list' has been developed for how they should behave, for example being kind to each other, not fighting or using bad language. Behavioural issues are dealt with appropriately, with the children being spoken to quietly about what has happened and how they could have done things in a better way. Any major incidents are recorded and parents are informed.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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