

Windmill Primary School After School Club

Inspection report for early years provision

Unique reference number	EY277198
Inspection date	04/11/2010
Inspector	Tom Radcliffe

Setting address	Margaret Road, Headington, Oxford, Oxfordshire, OX3 8NG
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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

Windmill Primary School After School Club opened in 2003 and operates from a room within the school. It is situated in Headington in the north of the city of Oxford. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the club at any one time. The club is open each weekday from 3.05pm to 5.30pm during term time. All children share access to a secure enclosed outdoor play area. There are currently 75 children aged from five to 11 years on roll, of whom five are of early years age. Only children who attend the school are accepted at the club. The setting currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The club is a member of the Oxfordshire Play Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play an active role in a lively setting where they can make choices and show independence. The setting has an improving understanding of the age appropriate needs of individual children which is starting to have a positive impact on their learning and welfare needs. Children enjoy the play opportunities available to them and readily take part applying themselves for appropriate periods of time. The setting has a good understanding of the value of partnerships with parents and other settings which help adults to understand children as individuals. The provider has processes of self-evaluation in place which allows the setting to have an understanding of its strengths and weaknesses. The setting has a satisfactory capacity to enhance its level of provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observations in order to ensure that children take part in play experiences that support their development appropriately

The effectiveness of leadership and management of the early years provision

The setting uses written policies and procedures to share with parents and so give them an understanding of its work with children. These are regularly reviewed and help to ensure the safe and efficient management of the provision. Children are

safeguarded as staff understand relevant procedures and implement them satisfactorily. All staff are vetted for suitability and hold suitable qualifications. Children's free choice and movement within the setting is supported by responsive staff who promote children's safety through the use of risk assessments and attentive supervision. This allows children to make decisions and builds on their confidence and ability to make suitable decisions about how they spend their time. As a result children decide to play both indoors and outdoors and in groups of various sizes. Children's good health and well-being is promoted by staff. Their understanding of effective working practices ensures that accidents and illness are managed in children's interests.

The provider has self-evaluation processes in place which uses feedback from parents and children. The manager promotes the involvement of all staff in the setting to ensure that there is a shared understanding of what needs to be developed to secure improvement. All staff reflect on their work and the experiences that children have while in the setting. This allows modifications to take place and has resulted in improvements since the last inspection. The setting has good partnerships in place with parents and with the school that its children attend. This supports children's ongoing learning and development. It is also beginning to enable the setting to better meet the needs of the children in the Early Years Foundation Stage.

Children play in accommodation which is thoughtfully arranged to meet their learning and development needs. Staff sensitively intervene according to the needs of individual children. Most children direct their own play but some younger ones at the end of their school day require more adult support. The setting promotes inclusive practice at all times as all children are treated as individuals with the capacity to develop the skills that they already have. This includes children who may have additional learning needs. Children experience positive images of diversity and take part in activities that enable them to understand about their diverse world and community.

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

Children enjoy their time in the setting and most use their time productively. The setting has much improved systems in place to understand the starting points of children and staff use observations to gain an understanding of the progress that children make. Assessment information is used by staff collectively to decide about the children's next steps in learning. While this is an improvement it requires ongoing development to ensure that children take part in play experiences that support their development appropriately. However staff are beginning to be able to describe children's progress towards early learning goals with greater accuracy and understanding.

Children are central to decisions about their own play and staff support them effectively. As a result children decide to use computers, share books and use role play or mark making resources. Children respond well to adults and include them

in their play, for example, children sold stamps from their Post Office to adults and took part in conversations about shapes when using magnetic construction sets. Staff use these interactions to make observations and to gain important information about children's learning and what most gains their attention. Children have opportunities to develop their communication skills as they answer questions and express their ideas. In addition children enjoy outdoor play opportunities where they can access a range of equipment and use their imaginations. The setting has a satisfactory understanding of the Early Years Foundation Stage and a good understanding that of how young children learn through play and first hand experience.

The setting promotes children's welfare. Children are safeguarded satisfactorily and have a growing understanding of their own safety and that of others. Children's behaviour is managed well as most children have a positive attitude to other children as they share and play together. A strong feature of the setting is that children of all ages play together with older children often helping younger ones. This provides children with an opportunity to understand that children can show varying skills and abilities. Adults expect children to organise their own play which they generally manage to do. Children apply themselves to their play for long periods of time and understand that different activities require different responses, for example, when playing enthusiastically outside and when having snacks at a table.

The setting promotes outcomes for children. Children usually like being in the setting and readily make choices, take part in conversations and invent games. They are motivated to be involved in their play and explore the possibilities open to them. Children feel safe and have secure relationships with adults and with other children. They have an age appropriate understanding of keeping themselves safe, for example, when outside the setting. Children learn about healthy life styles and choices as they talk about healthy eating or hygiene and take part in physical activity. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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	2
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	2

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	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

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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