

Little Oaks After School Club

Inspection report for early years provision

Unique reference number	110656
Inspection date	14/01/2011
Inspector	Melissa Cox
Setting address	St. Johns Infant School, West End Road, Mortimer, Berkshire, RG7 3SY
Telephone number	0118 9332242
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

Little Oaks After School Club registered in 1999 and is a committee run group based in St John's Infant School in Mortimer, West Berkshire. Children have access to the main school hall, one classroom and a fully enclosed outdoor play area. The club runs Monday to Friday term time only from 3pm to 6pm. The club also operates a breakfast club for children attending the infant school. Children attend for a variety of sessions.

A maximum of 32 children aged from three-years-old to under eight-years-old may attend the out of school care and of these; only eight may be in the early years range at any one time. There are 40 children on roll aged from four- years-old to under eight years; of these 11 are in the early years range. The club supports children with special educational needs and/or disabilities. The club is also registered on the compulsory and voluntary parts of the Childcare Register.

The club employs five members of staff to work with the children. Two members of staff hold relevant child care qualifications to level 3 and two members of staff are working towards level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs means that staff successfully promote children's welfare. Children make great strides in learning about safety. Staff confidently carry out their duties; ensuring children take part in extremely rewarding activities. Children clearly enjoy their time in this club; their learning and development is promoted exceptionally well. Most required documentation is in place. The club's staff demonstrate a good capacity for continuous improvement as all regularly reflect on their practice and are aware of most key areas for further development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure information is gained prior to admission about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 04/02/2011

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

- strengthen further the partnerships with parents by sharing information about children's progress more regularly

The effectiveness of leadership and management of the early years provision

All staff have a comprehensive awareness of safeguarding issues and are fully aware of the procedures to follow should they have any concerns regarding a child in their care. Clear staff recruitment procedures are followed to ensure staff are suitable to work with children. Most policies and procedures to safeguard children's health, safety and well-being are in place, although staff have failed to obtain information prior to admission, to indicate who has legal contact with the child and who has parental responsibility for the child. This is a breach of a welfare requirement. Risk assessments are in place and children's safety is assured each day through the visual checks and assessment of risk that staff undertake. Children's learning about safety is given high priority.

The staff share a vision which focuses effectively on children enjoying their time in the club after a busy day at school. Staff are deployed efficiently and effectively, as is a wide range of resources; this contributes significantly to the children's good learning. Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way people live. The club has established extremely effective links with the reception teacher in the on-site infant school and other early years settings, which helps support the needs of all children who attend exceedingly well. Children with additional needs are fully included in the club's activities and staff work in liaison with parents, carers and other professionals to ensure children's individual development needs are met.

Partnerships with parents are good. The club has good arrangements to obtain parents' views and to keep them well informed about what is happening. However, systems for sharing the children's learning and development journals with parents are still developing, so not all are fully aware of their children's progress. Responses from parents show they are very happy with what is provided for their children. The views of children are also sought on a continual basis and staff follow their lead to accommodate their play interests.

The staff are committed to the continuous improvement of their club. They frequently evaluate what they do and have made positive changes as a result. For example, the snack menu has been reviewed and staff offer a varied café-style snack bar with a variety of healthy choices, which the children tuck into eagerly at the end of a busy school day. The recommendations made at the last inspection have been fully implemented and demonstrate the club's commitment to improving its service to all children.

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

Positive relationships with staff make a major contribution to children's evident happiness and enjoyment in attending the club. These contribute significantly to

children feeling exceptionally safe and secure when attending. Children are happy, join in and share with each other. Throughout the session they cheerfully chat and engage with their friends, staff and older children, sensitively help look after the younger ones. Children show they thoroughly enjoy learning, showing positive attitudes, including their desire to participate and willingness to make choices. Children are praised appropriately throughout the session. Staff provide clear and consistent boundaries, which are shared with both children and parents, to further ensure a consistent approach towards behaviour expectations. Consideration for others is promoted through the use of visual symbols and as a result, children need few reminders as they willingly share resources, take turns and behave well at all times. Staff prepare an extremely interesting range of activities for children, in which they become completely absorbed.

Planning is very much led by the children and is firmly based on their current interests. For example, one child makes a princess crown to match her favourite outfit in selection of dressing up clothes. She invites other children to join her play and the entire group dress up and play their parts in a wedding ceremony. Staff are receptive to children's needs and adapt the provision accordingly; as a result children, make significant progress in their learning and development. This progress is supported by a newly implemented system of ongoing observation and assessments, which provide both staff and parents with a clear insight into the children's progress and achievements.

Children develop an understanding of the wider world through discussions, activities and daily access to a good range of resources. Books, posters and dolls reflect positive images of diversity and children are involved in celebrations of various cultural and religious events. Each child is respected as a unique individual and all children have equal access to resources and activities. Children learn about the world around them through visits within the community, such as walks in the local park.

Children use language very well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems readily as they build, construct and play games. Children use their imagination as they act out real life and imaginary situations with role play equipment and small-world toys. For example, children eagerly make dens from fabrics and design and create princess fans and hats with a variety of art materials. Children experience good opportunities to access information and communication technology to support their learning. They make use of such provision in the school and demonstrate good skills in remote controlled resources, television and games consoles. This helps them gain useful skills for their future lives.

The setting places a good emphasis on healthy lifestyles. Children practise good procedures for their personal hygiene, and learn to make healthy choices in what they eat through discussion and the good examples set by adults. Children are developing their independence extremely well through tasks, such as choosing toys and equipment for themselves. They learn about aspects of their own safety through daily discussion and planned activities; this includes recognising hazards in the environment, and using equipment safely, without prompting. Fire drills are conducted frequently, so all children are familiar with procedures to keep

themselves safe. Staff repeat them if not executed properly, for example, if children stop to pick up toys.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
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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	1
The extent to which children feel safe	1
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