

# Oak Tree Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY363404

**Inspection date**

23/05/2011

**Inspector**

Alex Brouder

**Setting address**

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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**

Oak Tree Out of School Club opened in 2007. It operates from the Youth Centre in Desborough, Northamptonshire. All children share access to an outdoor play area. Children used the main hall for play, with access to cloakroom facilities off this area. The out of school club operate from Monday to Friday during school terms and through the school holidays. Weekday sessions are from 7.30am to 9am and 3.15pm to 6pm, except on a Thursday when the setting closes at 5pm. The holiday club runs from 7.30am to 6pm, again, with the exception of Thursday when they close at 5pm.

The out of school club is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 29 children on roll, of whom nine are in the early years age group. Children can attend various sessions each week. The facility is available to children from local schools. The setting has experience of supporting children with learning difficulties and/or disabilities. Four staff are employed by the club, three of whom hold appropriate early years qualifications. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time at the club and have developed good relationships with the caring and committed staff team who overall promote children's learning, welfare and development appropriately. Children's independence skills are promoted well as they freely access a sound range of resources and activities across the six areas of learning. Sound partnerships with parents are in place and staff have taken steps to build links with other early years settings that children attend, however, these are not yet fully developed. Self-evaluation systems are not yet robust to help monitor the provision and identify future targets.

## **What steps need to be taken to improve provision further?**

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

- review the current system for planning to ensure that it is evaluated to ensure that it is reflective of the needs of all children's ages and stages of development to ensure that they are challenged appropriately and make effective progress in their learning
- develop systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for child
- strengthen systems to maintain a regular two-way flow of information with settings that provide care and education under the Early Years Foundation Stage for individual children

- develop systems to ensure that records on staff are easily accessible to those who have a right or professional need to see them.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of safeguarding children procedures and know how to report any concerns they may have. In addition, two staff have attended training in this area which helps to protect children from harm and neglect. Most staff are appropriately qualified and provide good levels of support for all children. Appropriate recruitment and vetting procedures are in place and developing appraisal systems ensures that staff's training needs are identified and remain suitable to work with children. Staff supervise the children well and carry out daily checks on the premises to ensure that areas children access remain safe and suitable. All required records, policies and procedures are in place to support children's care, learning and welfare. However, these are not always readily accessible or available for inspection. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Positive relationships are in place with parents and carers of children that attend and information is sorted from parents regarding children's wants and needs before they begin, enabling staff to provide an environment suited to their needs. This, in turn, helps children to settle quickly and easily. Systems are developing to enable parents and carers to have a voice at the setting, for example, through questionnaires and a suggestion box. There are no children attending who have special educational needs and/or disabilities. However, the manager and staff are fully aware of the importance of working closely with outside agencies to support children's welfare and development. Partnerships with other settings that support the children within the early years age group are developing but are not yet enabling staff to fully support or extend children's learning.

Although the setting's self-evaluation is not yet fully developed, the manager has a clear vision and a commitment to the improvement of the setting. For example, they speak about seeking training for all staff within play work to further their skills within this field. All recommendations raised at the previous inspection have, in the main, been addressed. For example, further resources are accessible to children that reflect other lifestyles and cultures, enabling them to extend their knowledge and understanding in this area. Recruitment procedures ensure that staff are suitable to work with children and food is prepared to support children's wellbeing and to meet required regulations.

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

Children are provided with sufficient opportunities to enable them to make satisfactory progress across all areas of learning. Planning is flexible to ensure that, overall, children are able to make free choices in their play to support their

interests and ideas. However, staff do not evaluate the sessions or planning and therefore there are missed opportunities in engaging children or challenging them appropriately at times. Staff observe children as they play, using these observations to identify children's next steps in their learning. However, these are not monitored effectively to ensure that they cover a broad range of the six areas of learning which can lead to gaps in children's individual learning needs. Children enjoy their time at the setting and initiate their own play and play imaginatively with the resources available. For example, they are observed to use the small plastic bricks to create their own model and explain to the inspector what they are doing and what they are making. Space is used creatively to ensure that children can play in large groups or take time away from others, as they use the 'quiet room' for reading and discussion in small groups. Children's independence skills are good. They put on their own coats for outdoor play, cut up their own food and spread their own crackers at snack time.

Children behave well and work well together. Older children are sensitive to the needs of the younger children and happily involve them in their play. For example, a group of children of mixed ages were observed to do forward rolls, cartwheels and attempt the splits, praising and cheering each other and their achievements. Children's creative skills are supported as staff provide tools and equipment to support this, such as varied construction, mark-making items and dressing-up. Children attending are proficient with the use of information and communication technology. Their skills in problem-solving, reasoning and numeracy develop as they work out the appropriate sized piece of plastic brick to fit into a space, place puzzle pieces in the correct way and count the number of children present. Children's awareness of the locality and the wider world develop as they walk to and from school each day, discussing what they see and hear and take part in activities, such as making lanterns for Diwali. As a result, children value diversity and acknowledge that they are all different. They have grown strawberries in the past and eaten the fruits of their labour, developing their awareness of nature. Children's physical skills are good and they go out in all types of weather, enjoying the fresh air and the range of toys and resources on offer. For example, children were observed to enjoy playing with balls, ropes and scooters, skilfully and adeptly, even though it was raining quite heavily.

Children's skills in managing their own personal hygiene is good. For example, they wash their hands before snack time without being asked to, take themselves to the toilet independently and use tissues to blow their nose. They have a snack each day which includes healthy options such as fruit, crackers and salad items and some children are offered 'tea' later in the session, in which they have contributed their ideas as to what this should consist of. Children learn to keep themselves safe through gentle reminders from staff, such as not to climb on the sofa. In addition, a book of photographs shows the activities that children have been involved in to manage their own safety, such as walking along an outside wall and painting a dolls house. Regular fire drills are practised to enable children to know how to leave the setting quickly and safely in the event of an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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