

O.S.C.A.R.S

Inspection report for early years provision

Unique reference number

101737

Inspection date

29/06/2011

Inspector

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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.

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

Oscars Out of School Club first registered in 1997. It is run by a voluntary management committee and operates from within The British School, Wotton-under-Edge. It caters for the children of this school during term times and provides a breakfast club from 7.30am to 8.50am, and after school care from 3.15pm to 6pm. Occasionally, the provision extends to offer holiday care to which children from all local schools are welcome. The group is registered to accept a maximum of 24 children aged between four and eight years of age, at any one time. Older children are also accepted. There are currently approximately 37 children on roll. The club caters for children who have special educational needs and /or disabilities and those who are learning English as an additional language. The group has the use of two playrooms that are also used by two other child care providers, The Kindergarten and Kindertots. The group has the use of the school hall and spacious outdoor play facilities. Three staff are employed, all of whom have relevant qualifications in childcare, education and playwork. Oscars is registered on the Early Years register and on both the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Oscars is a safe and secure environment on the premises of the school which most children attend. The breakfast club and the after-school club provide a good community atmosphere which promotes positive links between home, school and the club. Individual needs are very well catered for and the children's opinions are highly valued. The play-based environment allows children of all ages to meet and play together in a relaxed, warm and caring atmosphere. They are keen to do the best for the children and there is good evidence of continuous improvement despite the mainly informal process of self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure all records of checks made on adults in order to assess their suitability to work with children are made available for OFSTED
- 16/07/2011

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

- develop systems by which decisions about self-improvement can be recorded and monitored.

The effectiveness of leadership and management of the early years provision

The leadership and management are good. Procedures for keeping children safe are good but, but the arrangements for keeping records to demonstrate that adults have been vetted are not accessible to Ofsted so that checks can be made. This is a breach of specific legal requirements. Staff have attended child-protection training and are aware of their responsibility to keep children safe from abuse and neglect. For example, the manager has systems and procedures in place to make a record if a child comes to Oscars with any existing injuries. This is an improvement since the last inspection. Risk assessments are carried out regularly, and the children can play in a safe and secure 'home from home' setting on school premises which is shared with other child care groups. Children are safe and well cared for as a result of good communications between staff.

The qualified manager and her staff have very good relationships with the children and provide for all their needs. There is equality of opportunity for all. Indeed, the manager's good partnerships with other child care providers on the school site mean that any child with special educational needs and/or disabilities can be well supported. There are good relationships with parents and carers, who are very appreciative of the before- and after-school provision. Regular dialogue keeps them informed about the activities their children take part in. The manager also asks parents and carers for their opinions and acts upon them for the benefit of the children. For example, one parent wanted to know about the setting's policies and procedures so the manager subsequently explained what documentation was required, and what was accessible to parents and carers should they need it. The complaints procedures are easily accessible if ever required.

The premises are safe and secure and all children have the opportunity to play and learn in a relaxed atmosphere on the school site where they have access to many facilities; for example, the school hall during bad weather. The staff respond to children's requests and plan activities accordingly. Children are especially encouraged to play outside and join in vigorous physical activity after the school day. This ensures that they build up physical skills successfully and also develop personal and social awareness as they learn to share and cooperate. There are ample resources, but the manager is aware that there is always a need to replace equipment. To that end she arranges fund-raising events which the children enjoy helping to organise. Self-evaluation strategies are effective but largely informal. Few records are kept of the decisions made which would support more rigorous review. for example, what resources to buy, when to buy them, when purchases have been made and how effective they are in supporting children's learning and development. However, the enthusiastic manager has the best interests of the children at heart, is effective in driving forward improvement and is keen to develop systems further. The setting's potential to improve is good.

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

Children enjoy coming to Oscars and are very happy and settled in a warm and welcoming environment. There is a seamless transition from school to the club in a safe and secure setting. The children know how to keep themselves and others safe, and make sensible decisions. One girl reported that the reason she comes to O.S.C.A.R.S. is not because her family are working but because she enjoys it and wants to be with her friends. Children of all ages have the opportunity to feel relaxed after the school day, and choose from a range of activities that develop their social skills in an environment that provides support, stability and continuity.

Children have the opportunity to play outside and join in vigorous, physical activities. They learn to take risks and climb carefully and confidently over obstacles to retrieve a ball. They can choose art and craft activities, dance along to the Wii or sit quietly and play with dolls or the sand. They can explore and experiment and learn at their own pace because there is equality of opportunity for all. Consequently, the children are willing and active learners. They are given the opportunity to be creative and think critically. The staff are empathetic to the needs of the early years children and provide toys and equipment suitable for the appropriate age range. Children with special educational needs and/or physical disabilities are well catered for. The manager keeps a check on these children's progress and gives them the support they need. Children's awareness of a healthy lifestyle is promoted well. Healthy snacks are on offer and eaten in a hearty way. There are also plenty of opportunities for the children to be independent and prepare drinks and toast throughout the session. Adults build the children's confidence and self esteem because they trust them to act in a sensible way. They listen to their ideas and opinions, and take their suggestions seriously. For example, the children write down their ideas about how to improve their club on the paper leaves of the wishing tree. As a consequence, the children respond to the staff in a positive way because they know their ideas are valued. The children act in a responsible way, behave very well and have good attitudes.

The children learn to make a positive contribution by fund-raising for their club at the school fair, or at community events. They learn to think carefully about the equipment and resources they want to have, and understand that some toys are too expensive or impractical. In this way the children learn to think critically, solve problems and successfully develop their skills for the future.

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	3
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
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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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure all records of checks made on adults in order to assess their suitability to work with children are made available for OFSTED 16/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure all records of checks made on adults in order to assess their suitability to work with children are made available for OFSTED 16/07/2011