

OSCAHS Ltd

Inspection report for early years provision

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Inspector Martha Darkwah

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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

O.S.C.A.H.S Ltd registered in 2011. It is a breakfast, after school and holiday club. It is one of four provisions run by O.S.C.A.H.S Limited. It originally opened in 2005 and operates from one classroom within Spelthorne Infant & Nursery School, Ashford, and Surrey. Children have access to a secure outdoor play area and the school hall.

A maximum of 28 children aged from three years to under eight years may attend the clubs at any one time. Places are also available for children up to 11 years.

The breakfast club is open each week day during school term time from 7:30am to 9am. The after school club is open each week day during school term time from 3:15pm to 6 pm. The playscheme is open during every school holiday from 8am to 5:45pm. The club is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

There are currently 39 children on roll. Of these, eight are in the early years age group. The club currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs four staff during term time, with additional staff for the holiday scheme. Four of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel secure in this small, friendly club, which is a particular strength of the provision. The club offers a welcoming and inclusive service and engages with parents. Wider partnerships are duly developing although, children progress suitably in their learning and development. The proprietor, manager and staff are beginning to evaluate the provision appropriately; and act on the advice of outside professionals and demonstrate good capacity to maintain continuous improvement. However, the plans for future developments and aspects for further developments that pin point the most significant areas for development are not secure.

What steps need to be taken to improve provision further?

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

- develop tracking systems for learning plans to show clearer links to the information gained from observing the children and the identified next steps tracking how this is used to support the planning future activities
- develop a robust process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and

priorities for development that will improve the quality of provision for all children

- promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them
- develop effective continuity and progression by sharing relevant information with other settings children attend, to make sure that what is provided for each child complements the education they receive in other settings.

The effectiveness of leadership and management of the early years provision

Children are cared for by adults who are cleared as suitable to work with children. The proprietor uses robust systems for the appointment and induction of new staff, so all know their roles and responsibilities. Every member of staff is checked for suitability at the time of their employment which helps to safeguard the children. Staff members demonstrate good knowledge and understanding and follow stipulated procedures well to safeguard children's welfare.

The proprietor places emphasis on staff undertaking regular training and gaining qualifications supporting staff ongoing development. The proprietor evaluates her provision well overall, doing everything possible to seek feedback from children and parents. There are clear evaluations of the provision; however, it is not sufficiently reflective to identify areas to improve, strengths and weaknesses.

Resources are well deployed indoors and outdoors to enable all the children to have free flow and see what is available and make independent choices. Good use is made of the outside area, the school playground giving children access to climbing equipment skipping ropes and balls for games and obstacle courses. Staff members are deployed well to cover indoor and outdoor learning. Comprehensive risk assessments are carefully conducted for escorting children from the schools and for outings. Children engage in monthly fire drills to help understand how to keep themselves safe. The staff team ensure this covers the breakfast club as well as the afterschool club children. Accident incident records are well maintained to promote children's welfare.

Staff members promote equality and diversity well, making sure all children are included in activities, including those learning English as an additional language. The key person system works well to help children settle in and provide ongoing individual support, so children's individual needs are met appropriately. Cultural diversity and inclusive practice is suitably promoted. Children learn about cultures other than their own through traditional festivals such Chinese New Year, Christmas and Easter. However, this remains an area for further development to promote further awareness of diversity in the wider world through images and discussions.

Overall, there are good two-way communications with parents, who receive much useful information about the provision. There is a good emphasis on partnership with parents, and effective systems are in place to ensure they are fully informed.

Parents are clear about the systems in place to ensure they are very much involved, monitor and contribute to their children's learning. Parents are very happy with the service they receive at the club. They comment on the effective communication they receive each day and how their children love coming to have fun in a nurturing environment. Parents appreciate the flexible settling in arrangements and find the staff to be 'very, very caring' and children enjoy attending the club.

Partnerships with the schools and transitional arrangements are and are being developed further. Wider partnerships are developing well this enabling child to make progress suitably in their learning and development. The setting has not had reason to establish partnerships with other professionals in recent months. However, the manager is well aware of the steps to be taken if a child has special educational needs and/or disabilities and she is ready to seek guidance from outside agencies if there is a need.

Comprehensive policies and procedures on all aspects of care are available and shared with parents although not all are in sufficient detail.

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

Children clearly enjoy their time in the club, experiencing a suitable range of activities that help them relax after the busy school day. They thoroughly enjoy choosing what to do from the range of resources provided both indoors and outside. They learn through play, exploring and experimenting with a wide range of media such as different materials, paint and dough. Activities offered include arts and crafts, indoor and outdoor games computers. Staff members make good use of their secure knowledge of the Early Years Foundation Stage to plan interesting learning environments and suitable activities. Children work well independently because they access resources easily and know what is expected of them. They behave well, playing amicably alongside each other and receiving a good mix of adult-led and child-chosen activities.

Staff members support all children well in their learning and development. Staff members establish children's starting points as they first enter the provision through discussions with parents and by observing what children can already do. Additionally staff members use regular observation and assessment systems to assess how the learning environment is used by children. This aids staff to monitor the ongoing or changing aspects of children's interest and used to inform future planning. However, records show that the observations although wholesome and reflecting what children can do does not identify the next steps of their learning and needs. This limits its effective use in the planning of future learning.

Staff members quickly establish trusting relationships with children when they first start and this strong sense of security contributes significantly to children feeling safe and therefore, confident in exploring the many experiences offered. This benefits the younger children in the club who have identified key workers. There is

a good range of activities for children to enjoy. For example, there are scientific games, electronic games, and tabletop games and floor toys. There is a good range of books that are suitable for young children, as well as materials for creative activities like drawing and craftwork. The strong emphasis on the children's personal development is one of the strengths of the setting.

A range of activities that promote the development of children's literacy, numeracy and information technology skills contribute effectively to their future economic wellbeing. Children in the older group play with younger children organising themselves with different roles to play in setting up and running a 'wedding boutique' Children easily write tariffs and names of clients using well formed letters and manage appointments well negotiating with their peers well.

Children benefit from long periods outside, delighting in their outdoor play. The staff team provide enthusiastic role models to children, dressing appropriately themselves and providing suitable outdoor clothing for children, so all can enjoy fresh air, whatever the weather. This contributes well to children learning about healthy lifestyles. Children use clean environments and learn good personal hygiene routines such as washing hands after using the toilet, before snacks and handling food for cooking activities. They receive appropriate care if they become unwell whilst in the provision. Staff members support children in learning how to behave in ways that are safe for themselves and others, such as walking and not running when indoors.

Children's independence is encouraged very well. At snack time, they make their own rolls using a variety of fillings and pour own drinks at table. They enjoy fresh fruits such grapes.

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	3
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	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	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: Met

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