

# Oxford Active

Inspection report for early years provision

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**Unique reference number** EY422112  
**Inspection date** 11/08/2011  
**Inspector** Anne Faithfull

**Setting address** Holme Grange School, Heathlands Road, WOKINGHAM,  
Berkshire, RG40 3AL  
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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

Oxford Active Holme Grange School registered in 2011. It is one of several out-of-school provisions run by Oxford Active and is privately owned. The camp operates from the Little Grange Nursery, sports hall and dining room in Holme Grange School situated on the outskirts of Wokingham, Berkshire.

The setting is registered to provide care for no more than 48 children aged between three and eight years; of these no more than 24 may be within the early years age group. It offers care to children aged between three and 12 years. It is open each weekday from 8.30am to 5.30pm during school holidays. Children have access to secure garden areas for outdoor play.

The camp is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend the camp from local schools but only children in the early years age group who attend The Little Grange Nursery may attend the camp. The camp employs seven staff, of these three hold appropriate early years qualifications and four staff are working towards an appropriate qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves at the camp as the staff work hard to provide a welcoming, safe and caring environment where they successfully meet each child's individual needs well. Staff use their knowledge of childcare and development effectively to ensure children's learning is promoted through a range of fun and stimulating activities and experiences. Overall, most children's safety and welfare needs are met. All staff meet at end of day to evaluate how the day has gone; this ensures areas for future development are identified and discussed. This helps to ensure the continuous improvement of the camp.

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

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

- obtain written parental permission from parents to seek any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 01/09/2011

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

- extend the observation and assessment systems by inviting parents to record

- any comments regarding their child's development in their child's file
- make sure all staff and children have the opportunity to participate in the emergency evacuation procedure.

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

Robust recruitment and induction procedures ensure that staff are both well qualified and suitable to work with children. Staff are secure in their knowledge of safeguarding children and are fully aware of the procedures they should follow if they have any concerns regarding the welfare of a child in their care. Staff make good use of the areas available to them both inside and outside to provide children with a range of activities and experiences. Staff deploy themselves well and ensure children are supervised, but still have the freedom to make their own decisions about where they wish to play. Children can readily access a wide range of appropriate resources and equipment.

Children are kept safe as a range of risk assessments are completed beforehand and at regular intervals when the camp is running. Daily safety checks are also completed by staff to ensure all areas used by the children are safe and any hazards are immediately identified and minimized. The emergency evacuation procedure is practiced on a regular basis; however this tends to be on the same day each week and some staff and children who attend on different days therefore do not have the opportunity to practice the procedure. The mobile communication systems in place enable staff to keep in touch with each other and to contact the manager immediately to highlight any concerns. Equality and diversity is promoted well within the camp. Staff and children listen to each others views and value what everyone has to say. A range of activities, resources and experiences enable the children to recognise and value the diversity of others.

Staff work closely with parents to ensure that each child's needs are well met. This is done through sharing information before a child starts and via on-going daily discussions. This allows staff to provide activities and experiences which reflect the children's individual interests and requirements. This promotes feelings of inclusion and helps new children attending the camp to feel welcomed and valued as individuals. Parents spoken to at the camp are very happy with the service provided and state how happy their children are to come. They comment on how well organized the camp is and the approachable and caring staff in place who readily listen and communicate well with them. Parents use an online booking system to provide the camp staff with details about their child including contact numbers and any allergies they may have before their child starts. However, parents are not requested to give their written consent for staff to seek any necessary emergency medical advice or treatment. This is a breach in legal requirement. Good partnerships are in place with other childcare settings and schools the children attend and this ensures consistency in children's learning and development.

Good systems are in place to ensure the ongoing development of the camp. These include a staff appraisal system which gives staff members the opportunity to

highlight any areas for their professional development and further training. A range of systems are in place to evaluate the camp, including staff meetings at the end of the day, children's and parental feedback and a communication book for staff to record any ideas on what went well and areas for improvement.

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

Children are happy and settled and thoroughly enjoy their time at the camp. The caring and enthusiastic staff team are aware of how children develop and learn through play, and ensure the fun activities they offer continue to promote children's learning and development. For example, children help to count the number of children present and they experiment with ice, watching it and feeling it melt in their warm hands. Children comment on how much they enjoy participating in all the activities and experiences provided by the staff, including the wide range of art and craft activities. Staff readily respond to children's spontaneity; for instance, children decided to change the outside climbing frame into a pirate ship so staff helped them find the resources they required and joined in their fun by pretending to be pirates as well. Children use their imagination well as they made pretend hammers out of straws, pipe cleaners and pom poms to help them build their pirate ship. Children have great fun experimenting outside using a variety of resources, such as drawing on the patio stones outside with water, and mixing flour and water together in a large tray and using their fingers to make patterns.

Staff ensure the plans in place include children's own suggestions and ensure that children continue to develop and learn while attending the camp. Each child has their own file where staff record the observations they have made on children's enjoyment, participation and the areas of learning covered. These are readily shared with parents each day and given to them at the end of the holiday or passed onto the appropriate school. However, currently parents do not have the opportunity to contribute or record any comments they have regarding their child's development they have made whilst attending the camp.

Staff extend children's communication and thinking skills in a variety of ways by asking them open questions, for example about what might happen next if they took a brick or wheel away from a construction. They use stories and books to extend a child's learning, such as reading a book together about 'Jack and the Beanstalk' then giving children the opportunity to plant their own bean seed to watch it grow over successive weeks. Children make their own decisions linked to the book, for example they decided to make their own tall beanstalk themselves by using the drainpipe outside and sticking large leaves they had made onto it. Children are also able to use a range of technology, for example computers and other electronic toys. Children are encouraged to celebrate their birthdays with each other and staff readily discuss different cultural festivals and other ways of celebrating with the children. The staff are also on hand to ease any friendship problems and there are activities provided to enable children to talk about their emotions, such as feeling happy and sad. They are encouraged to consider each other's feelings, to share resources and take turns.

Children are reminded about safety issues; for instance, how to carry scissors when taking them outside and to look to see if no one is in the way before they throw the balls. Children are well behaved and are involved in the decision-making about the camp rules. They readily share and take turns when required and show concern and care for both the staff and each other. All staff are positive role models and continually praise children for their achievements no matter how large or small. Children readily approach visitors to the camp including them in their play or talking to them about where they are going on their holiday.

Children are aware of the hygiene procedures in place and readily show visitors the toilets and the soap dispensers in place. They talk about the reasons why you should wash your hands, for instance, after you have touched the dirt. Meal and snack times are a sociable occasion with staff and children sitting together, talking about what they have been doing and sharing information about events in their lives. Staff ensure drinks are readily available for children to access when inside or outside during the day. Children have many opportunities to develop their physical skills; through playing sports and group games in the hall, outside on the field playing games such as 'tag', and using a range of outdoor equipment including riding bikes. Children participate in a relaxation session at the end of the day to enable them to rest, relax and reflect on their busy day before they go home.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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