

Oxford Active

Inspection report for early years provision

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Inspection date	29/09/2011
Inspector	Tom Radcliffe

Setting address	St. Swithuns C of E Primary School, Grundy Crescent, Kennington, OXFORD, OX1 5PS
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Telephone number	01865594325
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Email	info@oxfordactive.co.uk
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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 is one of nine settings run by Oxford Active Ltd. It opened in 2011 and is an Out of School provision. Oxford Active operates from the premises of St. Swithuns Church of England Primary School, using two classrooms and the school hall. The group also has use of the school's playing fields and playgrounds. The school is situated in the Kennington area of Oxford.

A maximum of 26 children under the age of eight years may attend at any one time, all may be in the early years age group. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open weekdays during school term-time from 3.15pm until 6pm. Close links are in place with school staff. There are currently 34 children aged from four to eight years on roll. All children are pupils of St. Swithuns Church of England Primary School.

The provision employs three staff. The manager holds a level 3 qualification and other staff have appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Oxford Active provides good care. Staff safeguard children very well and give their welfare a high priority. Children have confidence in the adults around them. Children play in spacious accommodation and access a range of interesting activities. Although most children make progress the setting's use of planning and assessment means some learning opportunities may be missed. Oxford Active works in partnership with its host school and parents to ensure that children's needs are met. The provider's use of self-evaluation ensures that there is a capacity to improve; however, such processes are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop assessment systems more fully to track children's progress effectively and to plan for future learning.
- develop and formalise the setting's processes for self-evaluation and include the views of all stakeholders, in order to identify priorities for improvement and develop the provision.

The effectiveness of leadership and management of the early years provision

The provider has concise and informative policies and procedures that are shared with all parents. This helps ensure that the child-friendly setting is managed safely and efficiently. Children are very well safeguarded by well trained staff who understand and implement effective practice consistently. The provision ensures that children are protected from harm at all times. Children are supervised by attentive staff, who use good humour and a relaxed manner to help children enjoy their time at the setting. All aspects of the provision are risk assessed and potential hazards minimised. Children are able to move freely and safely, both indoors and out. This promotes children's independence and ability to make their own decisions. Children's good health and well-being is promoted by staff, for example, in cases of illness and the hygienic daily routines.

The provider makes use of self-evaluation to regularly review the provision and identify areas requiring further development. This includes feedback from parents, opinions of the host school and reactions of children. This has led to steady improvement since registration. However, more regular self-evaluation could have a more direct impact on play experiences of children. All staff are committed to providing the best possible standards of care and learning for children.

The provision has an effective partnership with its host school and parents. This particularly helps the younger children benefit from a shared approach to aspects of their learning and development. The provider ensures that all staff in Oxford Active are suitably trained and qualified.

Children enjoy playing in well organised accommodation that they find interesting. The level of resources available provides children with a range of appropriate learning opportunities. All staff in the provision play a very supportive and skilful role. During child-led activities they make timely interventions to enhance children's understanding. They also add enjoyment and a sense of fun, which motivates children to play even though it is at the end of their school day. Oxford Active is inclusive in its approach. All children are treated as unique individuals with the capacity to build on what they have already achieved. Staff enable children to have an understanding of their diverse world, through resources and activities they take part in.

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

Children make progress and are kept occupied, in the purposeful atmosphere of the provision. Staff use information gained from parents and the school to gain an understanding of children's starting points and interests. Key persons observe children as they play. They gauge progress made and understand how children interact with each other and with the play opportunities. Staff take great care to use any assessment information and the ideas of the children to plan future

activities. The provision has moved away from rigid planning and now responds flexibly to what children want to do. This ensures that children feel involved, which heightens their enjoyment. The provision has a good understanding of the Early Years Foundation Stage. It also has a very good understanding of the way that young children learn through play and first hand experience. The provision's approach to planning and assessment meets children's needs and provides a good play environment. However, neither is sufficiently developed to track children's actual progress or fully support ongoing learning.

Staff support the choices made by children as they decide to play with marbles, use computer games or make up imaginary scenes in play tents. Children use role play equipment and independently access small world resources in their play. They use construction sets and messy play resources to decorate glass containers. Staff support children's language development by asking questions and encouraging them to express their ideas and opinions. Children use numbers and mathematical ideas in a practical way, through the use of games and puzzles. While outside children use play equipment and include adults in games of hide and seek. Children respond very positively to adults as they listen to advice or guidance.

Children's welfare is promoted very well. All children are safeguarded and have a good understanding of their own safety and that of others. Children behave very well and adults manage this very effectively. Children include others in their play, share resources and listen to what they have to say. Children show an ability to manage their own behaviour, as they direct play outside. Children understanding they may be different to others, for example, children of different ages mix and play together. Children are able to apply themselves for appropriate periods of time, building on their ability to concentrate. Children play harmoniously, understanding how to behave in groups and when playing with adults.

Outcomes for children are consistently promoted. Children thrive as they make choices, invent games and talk about what they are doing. They are motivated to explore and think about how they want to spend their time. Children feel very safe and have very good relationships with adults. This provides a secure basis for their learning and development. Children show a good understanding of healthy life choices, talking about food and enjoying being active. Children have a good attitude to the challenges they face as young learners and respond well to expectations adults have of them. Children acquire age appropriate skills and abilities. Their progress prepares them for future learning needs.

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	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: Met

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