

Oscar

Inspection report for early years provision

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Inspection date	09/11/2011
Inspector	Emily Wheeldon

Setting address	Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH
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Type of setting	Childcare - Non-Domestic

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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

Oscar Out of School Care was registered in 1992. It is run by the Childcare Management Committee and operates from the premises of Greenhill Primary School in a residential area of Bury. The Out of School care serves the local area and children have access to the Pre-School building for the juniors, plus two classrooms and the hall for all children. They also have access to kitchen and toilet facilities. They use the school yard and field for outdoor activities.

The club opens Monday to Friday during school term times. Sessions are from 8am until 9am and 3.30pm until 5.30pm. Children are able to attend for a variety of sessions. There is also a holiday club which is registered for 32 children which operates between 8.30am and 5.30pm during school holiday times. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 56 children may attend the club at any one time between the ages of five and eight years. There are currently nine children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to eleven years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs nine members of child care staff. Of these, six including the manager, hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children look forward to coming to the Out of School Club. Staff know the interests of the children and their knowledge about the children plays some part in the children's progress towards the early learning goals. Systems for recording observations and the learning and development of children are not in place. The partnerships with parents, the local school and other agencies are a strength and ensure children's care needs are met, along with any additional support needs. The manager and staff are committed to improving and developing their service

What steps need to be taken to improve provision further?

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

- develop records of learning and development
- analyse your observations to help you plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

All staff have a good knowledge and understanding of child protection issues and procedures and they know who to speak to should they have concerns about a child's welfare. All policies, procedures and child records that are required for the safe and efficient management of the provision are maintained so children are safeguarded well. All staff are suitably vetted and have been on safeguarding training which means children are further safeguarded. The setting conducts effective risk assessments and regular safety checks for the premises indoors and outside and staff take action to manage or eliminate any risks. There is a complaints procedure and this is made known to parents. A log is maintained of any complaints made.

Staff have a sufficient knowledge of the Early Years Foundation Stage. A good range of resources, indoors and out, are used successfully to stimulate and interest children in a variety of ways, ensuring their interests are met. The learning environment is fit for purpose however, sand and water play is not always available to children because they are kept in a different classroom and is dependent upon ratios. This means that children are not accessing all the areas of learning at any one time.

The manager has a clear vision and communicates high expectations to staff about securing improvement. The staff evaluate the provision, they continually look for ways to improve their practice and previous recommendations have been met. For example, introducing fresh drinking water for children to help themselves at all times. Staff liaise with teachers about the needs of the children and are aware of the topics being covered in school. However, systems for observation and planning are not in place and so children's progress is not monitored effectively. Staff appraisals and inductions for new staff mean that staff feel supported. The manager encourages all staff to attend training to update their skills and her vision is for all staff to be qualified to a high standard.

The setting welcomes children from all backgrounds and abilities and includes them fully in the activities. This ensures children are happy and feel involved. Although there are no children with special educational needs and/or disabilities in the setting, staff are aware of the importance of establishing links with school teachers and have policies and procedures in place should there be the need to support children. Parents are given information about the club prior to their children starting and are encouraged to visit the setting beforehand to enable children to settle more quickly. Staff receive feedback from parents verbally and parents are happy with the care provided. Children are allocated a key person in the morning before school, who takes time to get to know them and is the link between the parent and school. Messages are exchanged and followed through effectively. This means there is good continuity of care.

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

Children are happy and enjoy coming to the Out of School Club. Relationships between children and staff are positive and children feel secure as they explore their surroundings with confidence and go to staff for assistance. The older children serve as 'buddies' and support the younger children by talking through their learning. Fire drills are practised on a regular basis ensuring the children are confident about what to do in the event of an emergency evacuation.

Children's health and well being is promoted well because staff provide them with healthy choices at snack time, for example, fresh fruit and crackers. Children enjoy fresh air and engage in a wide range of physical activities, both indoors and out, increasing their understanding of regular exercise as part of maintaining a healthy lifestyle. They show good understanding of the importance of following good personal hygiene routines. For example, children know they need to wash their hands before eating. Children have access to fresh drinking water at all times so they feel refreshed.

Systems for observation and planning are adequate and staff observe a child if a parent or member of staff has concerns about a child's demeanour. However, staff do not observe and record the learning and development of children which means their individual learning needs are not fully supported and the progress they make towards the early learning goals cannot be clearly assessed. Children engage in opportunities to explore counting and shapes through board games. Writing skills are practised through drawing on whiteboards and laptops are available for children to develop their information and communication technology skills. Children speak confidently about matters of interest and initiate their own discussions with their peers. Various opportunities allow children to express themselves imaginatively. For example, playing with dolls and cars to build a story.

Children behave well in the setting as staff give clear explanations and set appropriate boundaries. Children are developing respect for themselves and others and are learning about other cultures and beliefs. Through talking about differences, celebrating different festivals and traditions and having an adequate selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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

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