

Oldfield After School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Oldfield After School Kids Club opened in 2003. It operates from the dining room within Oldfield Primary School, Greenford. It serves the children who attend the school and two other neighbouring Primary Schools, Edward Betham Church of England and Costons. An enclosed outside play space is available. The club may care for no more than 26 children under eight years; of these, not more than 26 may be in the early years age group, and of these, none may be under three years at any one time. There are currently 23 children from four to 11 years on roll, of whom four are early years. Children attend for a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Oldfield After School Kids Club opens for five days a week during term time. Sessions are from 3.15pm to 6pm. This setting also operates a Holiday Play Scheme during the school holidays subject to demand. Four staff work with the children. All have early years qualifications to at least National Vocational Qualification (NVQ level 3). The club works in close collaboration with the three feeder primary schools and with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Oldfield After School Kids Club provides good care. Children feel safe and secure and have great confidence in the adults around them because they show such concern for their welfare. Good provision is made for the development of children's learning through a wide range of interesting activities although opportunities for developing children's information and technology skills are limited. The club works in close partnership with its host school and the two other feeder schools as well as the local authority which provides support and advice as well as training opportunities. The club is inclusive and works well with parents and teachers to ensure that the needs of all the children are met. The manager and her staff review the provision and procedures, identifying what they can adapt and consequently the club has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- provide the children with more opportunities to develop their information and communication technology skills

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding of children are effective and reviewed regularly. All adults are vetted appropriately. Regular staff training ensures that there is a good understanding of any potential risks to the children, for example, when they walk to the club from neighbouring schools. The premises are very secure and when playing outdoors the children are closely supervised. The children learn how to keep themselves safe in a range of situations, for example when walking on the pavement.

Equal opportunities are promoted effectively. The club is inclusive and children of different ages and those who attend different schools play together extremely well. The club works very well with the host school to ensure that it meets the needs of all children, including those with special educational needs and/ or disabilities, effectively. The staff know the children very well and they often communicate with teachers. They share information with parents and carers who do not have regular contact with their children's teachers. Children who speak English as an additional language develop their language skills well because activities are adapted and the staff use pictures and signs to communicate with them. Children are extremely happy, relaxed and make good progress, particularly in their social skills and confidence. The club makes good use of its resources and uses parts of the school playground well so that children enjoy exercise and fresh air. The hall is spacious and enables them to play energetic games inside in the winter. Staff benefit from training opportunities to develop their expertise, for example in managing children's behaviour and understanding how to support children with special educational needs and/or disabilities. The club works well with parents and carers who appreciate being able to phone or talk to staff about their children at any time. The club provides useful information about procedures, activities and menus, and it welcomes parents' feedback through regular surveys and their suggestions book. The manager responds to parents' and carers' wishes, for example by providing children with opportunities to do their homework. The club runs extremely smoothly; the hall is bright and clean and resources are plentiful, easily accessible and used well. The staff work closely together and adapt the provision well in response to the interests of the children. The staff observe the children's learning and note the skills they develop. They keep good records which they share with parents and carers, and teachers, along with the work the children produce. These records are used to ensure that the children make consistently good progress in all areas of learning and acquire a broad range of skills. However, children's opportunities for improving their information and communication technology skills are rather limited. The club has addressed the recommendations of the last inspection report well. All policies are now reviewed regularly and there are good procedures when children have accidents. Staff understand the hygienic handling of food. The manager drives ambition well and is especially concerned that the provision meets the needs of the families well and gives children a calm area in which they can relax at the end of the school day.

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

When children start they attend with their parents and carers which helps them become completely familiar with the environment. The staff assess the activities which most interest the children. The manager meets school staff to gain an insight into each child. The children show a very strong sense of security and belonging and are very happy and settled. They feel perfectly safe within the club. Routines are well established and the staff have high expectations of children's behaviour and are very good role models. Consequently, the club is a very calm and relaxed place and children of all ages and backgrounds get on extremely well together. The children are respectful and behave exceptionally well. They form positive and trusting relationships with adults and with one another, which supports their social development well and develops their confidence. Children concentrate for sustained periods, for example when playing board games or constructing models. The adults take an interest in the children and value what they achieve which raises their self-esteem.

Children adopt healthy lifestyles well. They eat healthy meals, sometimes cooking dishes themselves. They talk about healthy eating, for example when they make pizzas or biscuits. They discuss how different foods are grown and sometimes grow their own fruit and vegetables. The club makes good use of the school's playground and the children enjoy running and playing team games. They learn about their environment when they play outdoors. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. Tea time is sociable and the children have very good table manners, serving themselves and helping to clear away afterwards. This helps the children to become more independent and take responsibility.

The children gain confidence to try new skills which prepares them well for the future. They enjoy toys, such as the dolls and dolls' house and the garage and cars. They write and perform their own plays which helps them to improve their speaking and listening skills. The activities vary daily so that children get a broad range of experiences across the areas of learning. These include construction toys, board games and jigsaws. The children develop their imagination well, for example by dressing up and through role play. They reinforce their understanding of number by counting and playing with matching and sorting games. They develop their creative skills through colouring, drawing and making models. The children develop a good understanding of diversity through playing with multicultural toys, such as dolls and musical instruments, and they learn about the festivals of different cultures, including Chinese New Year and Divali. Parents and carers sometimes come in to talk to the children about their beliefs and customs. The children learn about equality when talking about the needs of others and by fully including children with special educational needs and/or disabilities in their games and activities. The manager can demonstrate the good progress all children make in the club through the records she keeps and these are shared with parents and carers so that they understand what their children achieve.

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

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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