

Oakfield Junior School

Inspection report for early years provision

Unique reference number EY331741
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Inspector Kathleen Snowdon

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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

Oakfield Junior School is an out of school club that is located in the grounds of Oakfield Junior School in Low Fell, Gateshead. The group was registered in 2006. It is part of a chain of out of school groups operated by Lamesley Childcare and is run by a voluntary management committee. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting is registered to care for a maximum of 42 children aged from three years to under 8 years at any one time. The setting also offers care to children aged eight years to 11 years. Currently, there are 75 children on roll. Of these, 50 are under eight years, and of these, 10 are in the early years age group.

During term time, the group provides before and after school care each weekday from 7.30am to 9am and 3pm to 6pm. In most holiday periods, the group runs each weekday from 8am to 6pm. Children have use of three indoor rooms and have access to fully enclosed outdoor areas.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The group receives advice from the local authority and supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The individual needs of all children on roll are met in full. This inclusive environment promotes children's welfare and helps them to make good progress in their learning and development. All required records are in place although some lack essential details. Opportunities for children to learn are good overall. Recommendations from the last inspection have been fully addressed, while partnership working and self-evaluation are effective. Consequently, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that the record of the identified aspects of the environment that need to be checked on a regular basis in the risk assessment always include details of who has carried out the check. 06/02/2012

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

- ensure that the record of the identified aspects of the environment that need to be checked on a regular basis in the risk assessment always include details of who has carried out the check.

The effectiveness of leadership and management of the early years provision

Good priority is attached to safeguarding. Staff have been vetted to determine their suitability in order to protect children. Their inclusive approach means all the children, including those with special education needs and/or disabilities, are well supported. As a result, children feel safe and secure. Risk assessments are thorough overall. They cover all areas, equipment and activities accessed by the children. However, the record of the identified aspects of the environment that need to be checked on a regular basis in the risk assessment, do not always include by whom they have been checked. This is a breach of a specific legal requirement of the Early Years Foundation Stage Framework. Otherwise, documentation is well organised and readily available, which underpins the smooth and efficient running of the setting.

Partnership working is good. Parents and carers have highly positive views of the setting. They describe it as 'great' and say that their children are reluctant to leave at home time. Daily discussion with staff, a notice board, regular newsletters and a dedicated website keep them well informed about children's progress and forthcoming events. Partnerships in the wider context are similarly good. As well as working closely with parents and carers, staff liaise with colleagues in the host school and other professionals. This ensures that all children have the chance to reach their full potential.

Effective self-evaluation enables staff to identify areas for development. They confer with parents, carers, other professionals and the children to establish how they can drive improvement. Staff undertake relevant training to keep their practice up to date. They are fully committed to equal opportunities. Staff ensure that all the children have easy access to a wide range of good quality equipment that depicts positive images of culture, disability, gender and ethnicity. This helps children to understand and respect diversity.

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

Good partnership working enables staff to establish children's starting points and abilities. Staff observe and assess the children. They use the information to plan interesting activities that keep children involved, interested and engaged. Consequently, there is good scope for fun and enjoyment. Plans cover all areas of learning and are clearly linked to the Early Years Foundation Stage. Children and staff are included in planning, which means that the children help to shape their own learning. This collaboration also produces well resourced indoor and outdoor environments that appeal to the children's personal interests. Equipment is easily

accessible, enabling children to initiate their own play and make choices. These factors help them to make good progress towards the early learning goals.

The children have good opportunities to develop their communication, language and literacy skills. For example, they enjoy looking at good quality books, which helps them to understand that text carries meaning. They speak clearly and listen attentively so they are becoming effective communicators. Children use mathematical language appropriately, while skilful prompting from staff enables them to solve problems, such as how many beakers are needed at snack time. They celebrate a range of festivals, such as Chinese New Year, which increases their knowledge and understanding of the world. In addition, visitors to the group include community police officers, fire fighters and the local vicar. This introduces the children to the work carried out by people in their local community. The children grow herbs and flowers in the garden, which raises their awareness of the natural world. However, opportunities to develop a sense of time through long-term growing projects, such as growing seeds, are fairly limited.

Good emphasis is placed on the children's physical development. A wide variety of appetising snacks encourages them to develop healthy tastes and preferences. There is a sensible policy in place to deal with sick children, which helps to contain the spread of illness and infection. Additionally, the children demonstrate a good understanding of cleanliness and good health. Relationships are good. Clear, realistic boundaries and sensitive guidance from staff help the children to behave well. They show concern for others and are happy to help. The children play with and alongside children who have special educational needs and/or disabilities. Consequently, they have a good understanding of their own needs and those of others. Collectively, these good experiences increase the children's propensity to learn and help them to develop important skills for the future.

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