

Mengham Out of School Club

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Jennifer Cutler
Setting address	Mengham Infant School, St. Marys Road, HAYLING ISLAND, Hampshire, PO11 9DD
Telephone number	02392462470
Email	
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

OSCA Childcare Limited is an out-of-school group based in its own classroom in Mengham Infants' School, Hayling Island, Hampshire. It was registered in 2007 and provides care for children from the local and surrounding areas. Facilities include a purpose-built kitchen where meals can be cooked, and the group has full use of the school grounds. The after-school club is open each afternoon from 3pm to 6pm during school term time. During the school holidays a play scheme is open from 8am to 6pm and the group now offers a breakfast club from 8am to 8.45am each morning, during term time. The club is registered to provide care for 26 children from four years of age upwards. Numbers vary, but at present there are 26 children on roll, three of whom are in the early years age range. The club also caters for children who have special educational needs and/or disabilities, and those who are learning English as an additional language. Eight members of staff work directly with children. All hold relevant qualifications, four in early years education, and four staff hold play-worker qualifications. The provider is on the Early Years Register, and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The after-school club is an outstanding facility for children who need care at the end of the day. The staff provide an extremely warm, safe and caring environment for children from the school on the same site and also for those from other schools in the community. It is a totally inclusive setting, and the staff are very committed to ensuring that, overall, they provide for all the needs of all the children in their care. There are excellent partnerships between the club, the local school and children's families. Children of all ages meet to learn in a relaxed, play-based atmosphere where they have fun. Excellent self-evaluation means that the manager and her staff work very well as a team and know exactly what needs to be done to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- plan opportunities for outings into the community in order to provide enjoyable and challenging experiences that extend children's learning

The effectiveness of leadership and management of the early years provision

The leadership and management of the after-school club are outstanding because, in the absence of the manager, the two deputies are able to run the club to its usual high standard. This is due to the existence of very clear roles and responsibilities and rigorous policies, systems and structures. All the staff work exceptionally well as a team and have run the club together for a number of years. Furthermore, some staff are also employed at the infants' school in which the clubroom is based. All these factors contribute to the exceptional attention to ensuring that all the children are safe from harm, well cared for, and happy and secure after school. Children's safety is a high priority for all staff, one of whom collects the junior children from the neighbouring school across the road. There is a careful hand-over from those who bring children from other schools by car or mini-bus. Once the children are all registered they are allowed to play outside if they choose. Risk assessments are carried out regularly and, because the club is on the school site, the staff have the support of school staff as well. All staff have been vetted to ensure that they are suitable people to work with children, and all statutory training is up to date. Communication between all groups is the bedrock of the outstanding relationships that the club has, and a contributory factor in the outstanding provision for children.

Children of all ages play together happily on the school premises. The club provides an extension to the school day and a link with home. All say that the club is 'home from home' because everyone knows each other so well. The managers encourage children to play outside as often as possible because the outside resources are excellent for developing children's skills. They are very aware that the children need to let off steam after a busy school day. Everyone is included: children with special educational needs and disabilities, and those with English as an additional language play together happily in the well-cared-for school environment. All hold the after-school club in high regard, and parents and carers are very appreciative of all the facilities on offer for their children. Excellent links with parents and carers include informal opportunities to have a quick, friendly chat with staff when collecting children or to pass over any information and to check that children are safe. One parent said, 'They are wonderful!' Another told how his child is often reluctant to leave. The closeness of all the settings on the site is an outstanding factor in making children's education seamless because the after-school club is a consistent link between all stages.

Resources are excellent. The children have been asked for their opinions, and the managers of the club attempt to buy equipment that the children request. The deputy and manager have written an outstanding evaluation of the after-school club and have a clear understanding of how they can maintain and improve on the high standards achieved.

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

Children make excellent progress in all areas of learning because of the outstanding provision and excellent opportunities for play, and because they are helped by the older ones who act as very good role models. All children work and play harmoniously together and feel very safe at the club. Children with additional needs are supported very well in participating in the club's activities. Behaviour is excellent and all children are very clear about the rules for the club. They treat each other and adults with politeness and respect. Kind reminders from the staff are effective when necessary. The older children help the younger ones when necessary, for example, by helping to move equipment around safely. They talk to one another in a respectful way and show concern when another child gets hurt accidentally. The evening meal is a delightful, social occasion; everyone appreciates and enjoys the delicious, nutritious hot meal provided by the staff. As a consequence the children's personal, emotional and social skills are highly developed and they learn about simple hygiene procedures and understand the importance of eating a healthy diet.

Children enjoy an excellent range of activities which equip them with a wide range of skills. During the inspection, they made Mother's Day cards. They wrote and sounded out words to write on the cards, and were able to practise the skills learnt at school. Children are keen to go outside and let off steam and the staff encourage lots of activities in the spacious, well-equipped school grounds. They organise games and vigorous activities and supply the children with an excellent variety of equipment. All of this helps to promote children's health and fitness. A particularly popular activity is making dens and camps. Children are confident and have high self-esteem because they are encouraged to take risks and try new things. They work well together but, if they prefer, they can sit quietly and pursue an activity indoors. Staff ring the changes according to the weather and the children's interests so that they have an appropriate and enjoyable time between school and going home.

The staff encourage children to appreciate many of the services supplied in the community. Visits from the police, the fire brigade, sports organisers and the road safety officer are excellent ways in which the club prepares children to be responsible citizens. Visits to the library are easily organised because the building is adjacent to the school site and, as a result, the children are able to use its facilities. The club also takes part in some community events and made its own scarecrow for display during the Hayling Island Scarecrow Competition. Delightful photographs and scrapbooks are an excellent record of the club's activities and outstanding work with the children, and also give parents and carers information about how their children are getting on. Although the club does not yet take the children off the premises, it plans to do so in the future as part of its strategy for extending its outstanding provision.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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