

MOOSC at Mangotsfield C.E. Primary School

Inspection report for early years provision

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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

Mangotsfield Out of School Club opened in September 2001. It is based in two locations, Mangotsfield Primary School and Emerson's Green Primary School, and these are within close proximity to each other. An after school club provision operates from Mangotsfield Primary School, located on the new Emerson's Green estate, South Gloucestershire, Bristol. A breakfast club, after school club and holiday club operate from Emerson's Green School. The club is managed by parents from both schools and is attended by children from the local area. Children have access to an enclosed outdoor playground.

Mangotsfield Out of School Club opens Monday to Friday during term times, from 7.30am to 8.45am and 3.15pm to 6pm, and from 7.30am to 6pm during the holidays.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the club at any one time. Currently there are 140 children on roll, of which 15 are in the early years age range.

The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 12 staff employed to work with the children; of these, one has an early years qualifications at level 2, five have early years qualifications at level 3, and one has an early years qualification at level 4 or above. Mangotsfield Out of School Club receives advice and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children confidently settle well into the safe and friendly atmosphere of the club, which provides an inclusive environment. The highly effective partnership with parents and school makes sure that there is good continuity in children's care, learning and development. Generally, children are independent, active and inquisitive learners. Parents' views and those of children are taken into account when setting realistic targets for improvement. Overall, staff effectively monitor and accurately evaluate the quality of provision. The staff team work well together and through training, show a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance self-evaluation to provide more searching analysis of practice
- enhance the development of independence skills at mealtimes

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well. Thorough recruitment procedures are in place and all staff have been appropriately vetted. They know the procedure to follow should they be concerned about a child in their care. Knowledge is kept up to date through regular training. Regular risk assessments are carried out to keep the environment safe and the premises secure.

Staff have a well-developed knowledge of the Early Years Foundation Stage and children make good progress in their learning and welfare development. Regular observations are used to record each child's progress and staff use detailed knowledge of each child to provide a wide range of activities. Engaging resources indoors and outdoors include a thoughtful range of multicultural resources which show positive images of diversity.

Partnerships with parents are strong and make a positive contribution to children's well-being. They are kept well informed about the club. Parents' views are actively sought and valued through the use of questionnaires. For example they make suggestions about the organisation of activities and refreshments. Parents' views and those of children are taken into account. The club demonstrates effective reflective practice, an accurate awareness of their strengths and weaknesses and a good capacity to improve. However, more searching evaluation of the quality of provision are not yet fully in place. Staff liaise highly effectively with the school to successfully meet individual children's needs. Well established contacts with outside agencies and visitors deepen the interest and experience of children.

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

Children choose where they want to play, but in addition, adult-led focus activities are well planned and children are purposefully engaged. Staff allocated to look after each child attending ensure activities are linked to the areas of learning in relation to children's skills and needs. Staff undertake regular spontaneous and focused observations, which reflect children's progress and achievements. Plans follow the direction that children wish to take, sustain their interest and promote their self-esteem and creative ideas. Themed activities effectively develop children's understanding of the wider world and how others live. For example, creative work from studying the Aboriginal culture is proudly displayed on the club wall.

Staff encourage children to productively explore making models from recyclable materials. They talk to children about what they are learning, valuing their ideas and ways of doing things. Younger children create drums and drum sticks to use in their play. Older children work together to measure, mark out, cut and shape materials to design a car to sit in. They communicate excitedly to clarify their ideas about how they can improve its appearance. Children eagerly sit in the car and imaginatively drive to a seaside location. Children are challenged by staff to think critically about how to cover a box from an interesting selection of materials. They competently create a hair band container and explain to staff how one of the materials would not stick with the glue.

Children of all ages observe and describe patterns in jigsaw puzzles and use mathematical questions as they compare numbers while playing card games. Children use puppets from traditional fairy tales, talk about the characters and use characteristic language of storytelling. Older children enrich their vocabulary playing games where they guess the identity of letters missing in words. There is good social interaction between friends and staff. Children build excellent relationships. They work exceptionally well independently and with their peers showing excellent negotiation and cooperation skills. Children have use of electronic and programmable equipment to effectively develop their knowledge of information and communication technology. Children are well prepared with skills for the future.

Children engage in a well-considered range of physical activities such as team games and ball games. Younger children excitedly take turns to throw balls into a net and older children play a bat-and-ball game. They access the school adventure play equipment where they develop physical skills and take risks. Children are well aware that physical activity is important in maintaining good health.

Children help create club rules which provide boundaries and expectations that they value and understand. As a result their behaviour is exemplary. Children take initiative, work well independently and collaborate and cooperate with each other. However, children do not always help with the organisation of mealtime routines. Children move carefully around the room and outside as they understand the need to keep themselves and others safe. Children learn about good hygiene during bathroom routines and about healthy eating during discussions and activities. Snacks are balanced and nutritious and children can choose from several options. Fruit is available and children access fresh drinking water. They show good awareness of what constitutes a healthy lifestyle.

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	1
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	1
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