

# OSCA St John's

Inspection report for early years provision

---

<b>Unique reference number</b>	101869
<b>Inspection date</b>	14/06/2012
<b>Inspector</b>	Jennifer Cutler
<b>Setting address</b>	St. Johns Primary School, Albion Street, Cheltenham, Gloucestershire, GL52 2SN
<b>Telephone number</b>	01242 523 786
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

OSCA St John's is a committee-run out-of-school group which has been registered since 2000. It is held at St John's Church of England Primary School, Cheltenham, Gloucestershire and is situated on the inner ring road, close to the centre of Cheltenham. Parking permits for parents and carers are available from the school. The group provides a breakfast club and after-school care solely for the children of St John's. They have access to a classroom/library for breakfast club, and a larger classroom, school hall, toilets and a fully enclosed school playground during after-school care.

The group may provide care for 22 children aged from four to eight years. Older children are also accepted. Currently there are 42 children on roll and five are in the early years age group. The group also caters for children who have special educational needs and/or disabilities, and those who are learning English as an additional language. OSCA St John's is open Monday to Friday during term time only, from 8am until 8.55am for breakfast club, and from 3.15pm until 6pm for after-school care. There is a team of six members of staff, plus a volunteer, who work with the group. Their qualifications include those at levels 2 and 3 in play work. The manager also holds a National Vocational Qualification at level 3. The group is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

OSCA St John's is a good facility for the children of St John's Church of England School who need care at the beginning and end of the school day. The staff provide a welcoming and very secure environment for all the children. Partnerships with the school, parents and carers are excellent. OSCA's is an extremely inclusive setting, and the staff are very committed to providing for all the needs of all the children in their care. As a result, children make good progress overall in all areas of learning and successfully develop their skills for future life. Staff generally use self-evaluation effectively to monitor the provision, demonstrating a good capacity to continue to improve.

## What steps need to be taken to improve provision further?

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

- review the planning for outside activities to promote more challenging physical experiences to fully involve all children
- develop the systems for self-evaluation in order to further improve the good quality provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Attention to the safety, security and well-being of the children at OSCA's is excellent. All staff are vetted to make sure that they are suitable people to work with children. They are suitably trained in safeguarding and first-aid procedures. They carry out regular risk assessments and care very well for the children. The manager monitors the staff's training programme rigorously and makes sure that all statutory regulations are in place. She has a clear view of which members of staff need additional refresher training or renewed safeguarding checks. As a result, the children are very happy and feel safe and secure with adults they know and trust in the school setting.

Excellent relationships with the teachers, parents and carers contribute to the seamless provision from school to the OSCA St John's club, and to home. For example, the children have a happy and settled time at the start of the day, and look forward to school. At the end of the day school staff know who should be staying for after-school care, and the changeover is smooth. The excellent liaison between all groups means that all adults can share information about children's achievements and well-being, and help them to progress further. Staff are well focused on ensuring all children have equal opportunities to enjoy and achieve well. Children with special educational needs and/or disabilities, and those with English as an additional language are fully included. The delightful learning diaries staff keep for the children are also shared with the school, which contributes to raising achievements. As a result, the children make good progress in all areas of learning.

Resources are very good and the club benefits greatly from being able to use school classroom equipment and the outside playground facilities. However, the outside area is not always used to the best advantage, especially when children need to join in more planned and frequent vigorous physical activities after the school day. The club asks the parents and children for their opinions, and the staff attempt to buy or organise equipment which the children request. Consequently, children have a good variety of activities from which to choose. All statutory documentation is in place and well organised. The manager also keeps a good check on the training which staff need. She is keen to develop provision further, to encourage staff to take advantage of further training courses, and recognises the importance of involving staff in the self-evaluation plan so that the club continues to improve.

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

The younger children attending the club make good progress in all areas of learning because they are happy, extremely safe and secure, and enjoy themselves. Children of all ages play together harmoniously and behaviour is good. Adults are able to provide a variety of activities to suit every age range because they have a good supply of their own equipment, and also have the benefit of

using the school library at breakfast club, and the reception class resources in the reception classroom at the after-school club. Consequently, all children, but especially the younger ones, feel very much at home. They enjoy refreshments before and after the school day and know about eating healthily and simple hygiene routines; for example, how important it is to wash after visiting the lavatory. All children are polite and treat their peers and adults in a respectful way. Gentle reminders from the staff are effective when necessary and, as a result, all children are successfully developing their personal and social skills. Some of the older children are eager to go outside and let off steam after the school day. However, the staff are not always prepared to do this quickly enough and some children begin to lose interest in the activities on offer inside. When engaged in vigorous activity the children benefit greatly from being outside. They are able to let off steam and also successfully develop their physical skills. The older ones enjoy football, and the younger ones practise balancing skills. They also have opportunities to solve problems. For example, one four-year-old spent time flicking a skipping rope when trying to get a ball out of the hedge.

Children concentrate very well. Adults plan a variety of activities but also seize on the children's own interests. This is very effective because children can pursue a project from one day to the next, and want to finish their work; for example, sewing a cushion cover. Adults plan a range of activities for the younger ones and also intervene at the appropriate time. Children are encouraged to write, and staff celebrate children's achievements with enthusiasm. They make useful observations and collect these in special learning diaries which successfully show children's accomplishments. Furthermore, staff are very sensitive and make sure that all children are included and that no one is left out for any reason. Activities at breakfast club are particularly successful in encouraging children to learn about the cultural diversity of Britain. As a result, the children are prepared for life in a multi-cultural society. They are confident and have high self-esteem because they are encouraged to take risks and learn about new things, which helps them develop good skills for the future. They have a calm and enjoyable start to the day, and an appropriate and enjoyable time at the end of the day before going home.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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