

Mighty Oaks After School Club

Brixworth VC Primary School, Froxhill Crescent, Brixworth, NORTHAMPTON, NN6 9BG

Inspection date

Previous inspection date

26/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are cared for in a nurturing and supportive environment. They are happy, settled and enjoy attending the group. Friendships with other children are developed and secure attachments are made with all staff.
- Children are active learners and are able to develop their own play and ideas after a busy day at school. They are activity encouraged to be physically active and have daily access to the outdoors for fresh air and exercise which promotes their fitness and gross motor skills well.
- Staff have a good understanding of how to promote health and safety. Child protection procedures are secure.
- Staff set constant and clear boundaries for children who develop a good understanding of acceptable behaviour. Staff act as positive role models.

It is not yet outstanding because

- Self-evaluation systems are in place and developing, but do not currently effectively include contributions from staff, children and their parents.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the owners of the provision, the supervisor and staff.
- The inspector observed activities in the small school hall and outdoor play area.
The inspector looked at observational assessment and planning systems, a selection of policies and procedures, a selection of the children's records and accident and medication records.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Mighty Oaks Out of School Club is privately owned and was registered in 2012. It operates from Brixworth Primary School in the village of Brixworth, Northamptonshire. The club serves children who attend the school and is on one level with wheelchair access. The club has use of the small school hall, outdoor play areas and associated facilities.

The club opens Monday to Friday during school term times only. Sessions are from

3.30pm until 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five early years children on roll. The club is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs seven members of childcare staff. Five members of staff members hold appropriate early years qualifications. The club receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further self-evaluation systems including contributions from staff, children and their parents and formulate a well-focused development plan.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are busy, active learners and are able to develop their own play and ideas after a busy day at school. They independently choose from a selection of accessible resources and activities. Staff support children in their play, offering support and encouragement. They engage children in conversation, build on their interests and ask questions, which encourages them think and find out more. For example, staff encourage children to identify different colours, to describe the texture of rice and to see if a paper plane will fly outside. Observational assessment is used to identify future learning priorities in order to respond to individual learning and development needs.

Children communicate with growing confidence. They sit quietly, enjoy looking at books and are beginning to draw recognisable pictures. Children spontaneously use mathematical language as they play. For example, children count as they skip in the playgroup. Children have daily opportunities to experiment with a range of media and materials. They scoop rice into beakers, feel the texture of the autumn leaves, build in the sand and immerse their hands in water. Children's creativity is encouraged through art and design activities. For example, children paint, manipulate clay, create collage pictures and construct models out of recycled materials. They are proud of their achievements. Children use their imaginations during role play and handle a range of small world resources. They build structures using construction resources, carefully place the furniture into the doll's house, and pretend to be doctors and bandage their patients. Manipulation skills are practised daily as children benefit from having access to writing materials and tools, such as scissors and paintbrushes.

Outdoor play features daily in the provision's routines. Children thoroughly enjoy being

physically active. Consequently, children are developing skills in coordination, control and movement. For example, children run freely, skip, kick footballs, bounce on the space hoppers, roll hoops and manoeuvre their bodies across the climbing equipment in the designated activity areas within the school grounds.

The contribution of the early years provision to the well-being of children

The welcoming and appropriately resourced environment effectively promotes children's all-round development. Staff are deployed well to support the children's well-being, and positive relationships ensure that all children form secure emotional attachments. This provides a strong base for children to continue to develop their future learning and development. Consequently, children settle well in the friendly, relaxed atmosphere; they are happy and enjoy what they are doing. The key person system helps children form secure attachments and information about children's care needs and interests are sought from parents at the start of the placement. This aids transitions from the attached school environment, ensures specific dietary needs and preferences are catered for and that any medical needs are known and accurately met.

Children develop positive friendships as they play alongside one another and sit together at snack time. Behaviour is well managed. Children respond to gentle reminders or corrections and benefit from the secure and supportive relationships within the group. They learn to take turns and to share, for example as they play board games and use the electronic resources. Children show a strong sense of security and feel safe in the setting. They seek support, reassurance and comfort from the staff as they need and receive praise and encouragement which actively promotes their confidence and self-esteem. Children are beginning to gain an understanding of risk as they participate in the activities. For example, children learn appropriate boundaries whilst playing in the outdoor area and how to handle tools, such as scissors, safely. Children confidently explore their surroundings and are actively encouraged to develop their independence as they complete tasks, such as pouring their own drink and putting on their coats for outdoor play.

Staff promote children's good health and well-being. Children are actively encouraged to develop their hygiene and self-care skills. Children make choices from healthy selections at snack time, such as fresh fruit, cheese and crackers, and drinks are readily accessible. Children have regular access to the outdoors for fresh air and exercise which promotes their fitness and gross motor skills.

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

Management and the supervisor of the setting have a good overview of the educational programmes and the experiences required to help children progress towards the early learning goals. The ethos of the after school club is to complement the school curriculum in a fun, relaxed way. Management demonstrate continual high aspirations for the provision. However, although in place and developing, self-evaluation systems including gathering the views of staff, children and their parents are not yet fully developed to reflect these high aspirations.

Management and staff are aware of their responsibilities with regard to protecting children from abuse or neglect in accordance with the Early Years Foundation Stage requirements and the relevant Local Safeguarding Children Board. A written child protection policy and all the relevant guidance documents are in place to support practice. Management and staff access and limit risks on a daily basis, and risk assessment records have been drawn up. This ensures that risks to children are removed or minimised. Supervision is good; children are supervised to the toilets and during outdoor play. High visibility jackets are worn when children play outside which ensures they remain highly visible at all times. Recruitment and induction procedures for all adults who work with the children or come into contact with the children are robust. This ensures that all staff are thoroughly checked before they have unsupervised access to children. Secure systems are in place in relation to the collection of children by appropriate adults. Management monitor staff performance through appraisals and observation of practice. Professional development is actively encouraged. The whole staff team works well together and act as positive role models to the children in their care.

The key person system supports effective links with parents and carers. Systems are in place to obtain 'all about me' information at the start of the placement. Staff communicate effectively with parents on a daily basis and are encouraged to contribute information about their child's on-going achievements at home.

Management and staff understand the importance of liaising with the adjoining school staff and external agencies to ensure continuity and consistency in the care and education provided. Staff liaise with reception teachers at the school to aid effective transitions and joint working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444099
Local authority	Northamptonshire
Inspection number	787680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of provider	Mighty Oaks After School Club
Date of previous inspection	Not applicable
Telephone number	07763803646

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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