

Oscars Out of School Club

Kingsley Primary School, Wallace Road, NORTHAMPTON, NN2 7EE

Inspection date

04/12/2012

Previous inspection date

09/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Management and staff understand their roles and responsibilities in regard to safeguarding children. Staff effectively assess and minimise risks to children, enabling them to play and move appropriately.
- Effective partnerships support children's transitions and the continuity of their care and development.
- Children enjoy being physically active, which effectively promotes their health and well-being. They develop skills in coordination, control and movement.

It is not yet good because

- Observational assessment and daily evaluations are not always effectively used to plan challenging experiences across the seven areas of learning; taking into account children's interests and the next steps in their learning.
- Staff are continuing to develop their understanding of the Statutory Framework for the Early Years Foundation Stage to ensure they continue to guide the development of children's capabilities.
- Procedures to monitor the quality of teaching and planning are not always effectively implemented, and whilst management reflects and identifies strengths and weaknesses, targeted plans for future improvement have not been developed, in order to improve on current practice.
- Resources and activities are not fully effective in supporting children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the school hall and associated facilities, including the outdoor play area.
- The inspector spoke to the nominated representative of the provision, the supervisor and staff.
- The inspector discussed observational assessment and planning systems with the supervisor and viewed a selection of policies, procedures and children's records.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Oscars Out of School club is one of three clubs owned by a private provider and was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the main hall and associated outdoor facilities within Kingsley Primary School in the Kingsley area of Northampton. The club serves the children who attend the school.

The club employs two members of childcare staff. Two members of staff hold appropriate early years qualifications at level 3 and level 2. The club receives support from the local authority.

The club opens Monday to Friday, during school term times only. Sessions are from 7.45am until 8.50am and from 3.15pm until 5.50pm. Children attend for a variety of sessions. There are currently 10 children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- create challenging and enjoyable learning experiences across the seven areas of learning by taking into account the individual needs, interests and stage of development of each child
- increase all staff's understanding of the Statutory Framework for the Early Years Foundation Stage in order to respond to each child's emerging needs and interests and to ensure that they continue to learn and develop.

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

- develop monitoring systems further to ensure that the quality of teaching and planning is effectively monitored and develop evaluation systems by; devising an improvement plan to overcome identified weaknesses in order to continue to advance on current practice
- extend children's learning and development further by; developing the range of resources and activities to support their all-round development.

Inspection judgements

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

Children enjoy time at the club after a busy day at school. Staff observe children as they play and complete daily evaluations to assess the effectiveness of the session. However, staff do not always routinely use this information to plan further challenging experiences. This compromises the range, depth and challenge of the activities provided. Parents and children are encouraged to provide 'all about me' information at the start of the placement, for example, information about children's hobbies and favourite activities to support staff to learn about the child. Staff communicate effectively with parents on a

daily basis; sharing information about children's time at the club. Consequently, parents are informed about their children's care, well-being and development.

Staff generally play alongside the children, offering support and encouragement. However, at times, the quality of interaction and teaching is not always sufficiently focussed to fully sustain children's interests and challenge their learning. Consequently, noise levels occasionally rise and staff miss opportunities to fully extend and enhance children's understanding.

Friendships are fostered; young children sit together and use their imaginations as they play with the doll's house and small world figures. Team games at the end of the session, such as 'Duck, duck goose' enable older and younger children to socialise, cooperate and play together. Children's creativity is encouraged through art and design activities. For example, children draw, paint, manipulate clay, make Christmas decorations and participate in singing competitions. They explore the texture of shaving foam and immerse their feet and hands in water. Children are encouraged to learn about the wider world. They make clay pots to celebrate Diwali, raise money to support charity events and taste different foods, such as prawn crackers, noodles and rice, as part of the Chinese New Year celebrations.

Whilst resources have been developed since the last inspection, the variety has not been sufficiently expanded to fully support children's learning and development. For example, children enjoy making dens out of large sheets, however, they are unable to access additional resources to enable them to fully explore and develop their own play and ideas further. Consequently, children lose interest and learning opportunities are lost.

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

Staff adequately support children's well-being; sound relationships develop, which helps children form emotional attachments. As a result, children appropriately settle. Parents' views about their child's care needs are requested at the start of the placement. This enables staff to have an understanding of each child's background and individual needs, for example, in relation to any special dietary and health requirements. This helps to ensure continuous and consistent care is provided for the children and aids successful transitions.

Whilst staff provide a caring, welcoming environment, the range of available resources and experiences at times, hinders opportunities to fully support children's all round development. Children receive praise and encouragement, which promotes their developing confidence and self-esteem. They contribute to the 'rules' of the club supporting them to understand expectations and boundaries. Children learn to share, take turns and that their actions may affect other people. They are beginning to gain an understanding of risk whilst participating in activities. For example, children learn to carefully manoeuvre themselves across the outdoor obstacle course.

Children learn to manage their own basic hygiene and personal needs. For example, they

know that they wash their hands before snack. This helps to minimise the risk of cross-infection. Children are developing their independence skills. They are encouraged to put on their coats for outdoor play and independently pour their own drinks.

Children enjoy being physically active in the fresh air. They run freely in the playground, roll down the hill, play football, manoeuvre their way across the obstacle course and play hula-hoop and parachute games. This develops children's control and coordination skills and effectively promotes their health and well-being. Children are provided with healthy snacks and sometimes help to prepare food, such as fruit kebabs. Drinks are readily accessible which enables children to help themselves to a drink when they are thirsty. This ensures children remain comfortable and well hydrated throughout the session. Snack is a social occasion; children sit with their friends, share stories about their day and develop their table manners.

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

Management generally have a suitable overview of how children learn and develop, and the experiences required to help children progress towards the early learning goals. Management and staff hold regular staff meetings, appraisals take place and professional development is encouraged. However, the quality of teaching and the effectiveness of the planning is not always sufficiently monitored by management. Consequently, staff performance and the quality of the activities provided are sometimes compromised. As a result, children's learning is not always challenged or their interests sustained.

Management and staff have acted on the actions and recommendations raised at the last inspection. For example, a written record of medicines administered to children is now obtained; parents are informed of accidents and injuries sustained by their child; records to assess the suitability of staff are maintained; risk assessments of the premises and surrounding areas have been completed and observational assessment and the range of resources, are continuing to be developed. Staff reflect on their practice, identifying strengths and areas of weakness and the views of parents and children are sought through verbal discussions and questionnaires. However, to date, a precise development plan to overcome identified weaknesses, has not been formulated. This restricts the continuing drive for improvement.

Safeguarding and welfare requirements are met. A range of policies and procedures are in place to support the management of the provision. Effective recruitment and induction measures are in place. This ensures that all adults who work with the children or come into contact with the children are checked before they have unsupervised access to them. Management and staff are aware of their responsibilities with regard to protecting children from abuse. A written child protection policy and all relevant guidance documents are in place to support practice. In addition, the designated person has attended a child protection training course. Staff supervise children well and they assess and minimise risks on a daily basis. This ensures that children are safe whilst on the premises.

Management and staff form effective relationships with parents who comment positively on the care provided. They understand the importance of liaising with staff at the adjoining school and external agencies, to ensure continuity and consistency in the care and education provided. For example, management and staff exchange daily information with the reception teachers and regularly communicate with the headteacher.

The Childcare Register

The requirements for the compulsory 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.

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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	EY430469
Local authority	Northamptonshire
Inspection number	774143
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	10
Name of provider	The Partnership of Shaaron Lawson and Rebecca Thompson
Date of previous inspection	09/01/2012
Telephone number	07900 473113

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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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