

OLOW Out of School Care

OLOW Parish Church, 566 Stratford Road, Shirley, Solihull, West Midlands, B90 4AY

Inspection date	16/01/2013
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Practitioners often follow children's lead to provide stimulating activities and this maintains their interests while promoting their learning effectively. They work very well with parents and the school to support children's learning and provide additional assistance to meet individual needs, resulting in children's good progress.
- The effective key person system nurtures children well and this means that they build firm relationships and learn to treat others with respect. They are very well behaved and clearly learn to take responsibility for small tasks.
- The management team consistently reviews activities and competently supports practitioners to enhance their knowledge and skills through an established professional development programme. Accordingly, they promote children's care and learning effectively and keep them safe.

It is not yet outstanding because

- There is scope to provide children with more opportunities to develop their self-care skills, such as during snack time routines.
- The self-evaluation review does not include a clear improvement plan with priorities for changes for the benefit of the children.

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 observed activities in one room.
- The inspector looked at children's records and other documentation.
- The inspector held meetings and discussed the self-evaluation process with deputy managers.
- The inspector held discussions with parents and carers.

Inspector

Adelaide Griffith

Full Report

Information about the setting

OLOW Out of School Care was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the parish hall of the Our Lady of the Wayside Catholic Church and operates from two large rooms. This a privately owned provision in the Shirley area of Solihull and caters for children from the adjacent primary school. There is a fully enclosed area available for outside play.

The club employs eight members of childcare staff, five of whom hold appropriate early

years qualifications at level 2 and above. The club opens Monday to Friday during term time only. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm. There are currently 15 children on roll who are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- explore opportunities to further develop children's self-care skills and independence through all activities and routines
- review the self-evaluation process to include a clear improvement plan which identifies the priorities to make changes across the provision for the benefit of the children.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and provide a wide range of activities to promote children's development. They routinely ask children about their preferences and plan activities accordingly. This means that activities are linked with children's choice and are more likely to maintain their interest so they enjoy their learning. Practitioners competently join in with activities and give appropriate guidance, for instance, to complete figures of robots, and children imaginatively colour in templates and stick a good selection of materials, such as wool and glitter, onto cards, expressing their creativity. Practitioners give minimal prompts as children self-register on their arrival, resulting in the development of independence skills and the recognition of letters of their name. Practitioners read to children, bringing stories to life, and they sit listening attentively and clearly demonstrate understanding by predicting what might happen next. Practitioners ask questions when they finish the story and this stimulates children's thinking effectively to provide correct answers.

Planned activities, such as table top games, are well organised and delivered by enthusiastic practitioners. They patiently wait, allowing time for children to throw the dice and count before solving problems to move counters appropriately. Observations indicate what children can do and information gained from these feed into group planning with clear objectives for individual children. For instance, practitioners include opportunities for children to develop skills in using scissors as part of the creative activities. They monitor children's development and discuss with the school staff where additional support is

required, and this effectively helps children to raise their achievement.

Practitioners ensure children have opportunities for frequent outside play in the summer and indoor activities during the winter. This means that children's physical skills are well promoted as they run around, kick and throw balls and learn to balance on equipment. They have fun while accessing tents indoors and take turns at using arts and crafts materials which support their creativity as they explore how to use these most effectively. Children talk to peers about what they are doing, and role play is enjoyed as they access a wide selection of equipment including a collection of dolls. They assemble puzzles of different cultures and as a result gain an awareness of the diversity in the world around them. Practitioners consistently inform parents of activities and discuss any specific methods that can be used to support their learning. The wide range of activities combined with good quality resources support children's learning and development.

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

An effective key person system supports children in feeling fully at ease in the provision. As a result, children form strong bonds of attachments and develop firm relationships with adults and peers. Practitioners give guidance, for example, to put away coats on arrival from school, and children willingly pick up and place the basket with fluorescent jackets near the coat rail. This indicates that children know the routine and regularly participate in helping in staff. For instance, they assist with tidying away after play sessions, taking responsibility relative to their age for keeping the environment safe.

Practitioners serve healthy snacks of toast and a tasty selection of fruit which children describe as 'delicious'. They are developing good understanding of healthy options as they explain the benefits of eating fruit and raw vegetables daily. They frequently access drinks, which are within reach. Practitioners encourage children's independence skills, for example, by ensuring they select cups and plates before taking these to their chosen table for snacks. However, adults pour all drinks and transfer toast and fruit from platters to children's plates. Consequently, opportunities are not always used for children to develop self-care skills in all situations.

Practitioners provide a relaxed environment in which children are empowered to take control of their play and they have a wonderful time playing with peers. Practitioners frequently praise children for achievement and effort and ensure they are engaged in stimulating activities. As a result, they are extremely well behaved and play contentedly with others as they take turns and share willingly. Consequently, children develop caring attitudes and treat others with respect. They learn to take risks under close supervision as they cut cards and children demonstrate good understanding of keeping themselves safe by adhering to boundaries set for outside play. Children reflect some of the behaviour also expected at school and this ensures a continuity in expectations between both settings to maintain consistency that gives children a sense of security.

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

The management team has a good understanding of activities that promote children's development across all areas of learning. They consistently review planned activities and adapt these for further and more effective learning. Consequently, children continue to make good progress in their development. Planning is examined to ensure aspects of the programme in the school are continued in the provision and this provides continuity to support children's learning competently at all times.

The rewarding partnership with parents is underpinned by consistent communication by using several methods. Practitioners share information on a daily basis when parents collect children, and a newsletter provides information about changes and events in the provision. Examples of weekly activities and copies of policies are displayed where they are easily seen. Parents are very complimentary about the provision, citing the wide range of activities provided and the high standard of good behaviour fostered by staff. Their views are invited through annual questionnaires, and regular staff meetings are held to encourage all practitioners to contribute to the self-evaluation review of the provision. They clearly identify some strengths, for example, their effectiveness in supporting children's care and learning. However, a clear improvement plan is not available with priorities for changes that might benefit children most effectively.

All practitioners have undertaken training in safeguarding and this forms part of the professional development programme. They are very well informed about the procedures and their responsibility to protect children. The manager regularly discusses performance with practitioners to agree how their skills can be further enhanced. For example, a deputy manager leads on procedures to ensure all practitioners have a good understanding of promoting equal opportunities for children to ensure their individual needs are met. Underperformance is managed through a systematic support to increase the practitioners' knowledge and to improve their practice for working with the children. Action plans are agreed and deputy managers take responsibility for managing performance to build confidence and this ensure children are more effectively supported. The practitioners and managers provide a welcoming environment in which children are happy and make consistent progress.

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
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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	EY302920
Local authority	Solihull
Inspection number	877892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	48

Number of children on roll	15
Name of provider	Christine D'Arcy
Date of previous inspection	18/11/2008
Telephone number	0121 745 2799

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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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