

KIDACTIVE

New Marston Primary School, Copse Lane, Marston, OXFORD, OX3 0AY

Inspection date

Previous inspection date

30/01/2013

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 enjoy their time in this setting. They settle quickly on arrival and show that they feel secure and safe in the care of the staff team.
- Children enjoy a wide range of activities. They benefit from the staff team's enthusiasm and good quality interactions.
- Relationships are good at all levels. Staff work well together and build strong partnerships with parents. Children develop good friendships with each other and develop genuine bonds with the staff team.

It is not yet outstanding because

- Although children are able to develop skills for independence during outdoor snack times, staff do not promote this effectively during indoor snack times.

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 play activities and care routines throughout an after-school session.
- The inspector held discussions with the manager at various times during the inspection, and spoke to staff when appropriate.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a sample of documentation.
- The inspector held a short joint observation with the manager during indoor play activities.

Inspector

Gill Little

Full Report

Information about the setting

Kidactive at Marston Primary School in Oxford is a privately run after school club and holiday play scheme. It registered in 2012. It operates from a temporary building within the school grounds, which includes toilet facilities. It also has use of the school hall, toilet facilities and outdoor play areas. It is registered on the Early Years Register and is

currently caring for nine children in this age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register and is currently caring for 35 older children. The setting is open each weekday from 3.15pm to 6.30pm during term times. It operates a holiday play scheme each weekday from 8.15am to 6.15pm. The setting employs five permanent staff to work in the after school club. Of these, two hold level 2 qualifications and two hold level 3 qualifications. In addition, one member of staff is working towards a level 2 qualification. The setting recruits additional staff to work in the holiday play scheme as necessary.

What the setting needs to do to improve further

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

- extend opportunities for children to develop skills for independence during indoor snack times by: a) encouraging them to pour their own drinks and serve their own food; b) involving them in preparing the snack and tidying away their plates and cups.

Inspection judgements

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

Children enjoy a wide range of activities during their time in the setting. They are able to choose to play indoors or outside and have easy access to resources, such as dressing up clothes, board games, drawing activities and books. They become engrossed copying dance moves while following a television console game, demonstrating increasing confidence in their coordination skills. While completing a simple questionnaire, staff support children well in linking sounds to letters and developing early writing skills. Children show a keen interest in joining in with an 'animal Olympics' activity and respond well to staff who challenge their thinking with open-ended questions. Children benefit from the staff team's enthusiasm and good quality interactions. For example, while playing outdoors, children are completely absorbed in an imaginative game facilitated well by staff who join in readily. They are able to contribute their ideas to the game with confidence as staff encourage this and reward them with lots of praise. This activity encourages children to use language effectively to describe their imaginary worlds. In addition, the use of large play equipment, such as a rope bridge and slide, enables children to develop their physical skills successfully. They show that they can climb and slide with confidence, motivated greatly by staff joining in with their play.

Staff take time at the start of children's placements to find out about their individual

needs, favourite activities and preferences. They consider this information when planning activities and they routinely encourage children to contribute their ideas for future planning. This approach ensures that children are interested in the activities on offer. Staff consider children's progress in different areas of learning during their time in the setting and support them well in their further development. They develop good partnerships with parents, keeping them well informed through daily discussions and regular newsletters.

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

Children enjoy their time in the setting and settle quickly on arrival. They show that they feel secure and safe in the care of the staff team with whom they develop genuine bonds. At the start of children's placements, staff partner new children up with other children from the same school where possible to help them settle in quickly. Staff have a friendly and caring approach, acting as good role models and promoting good levels of behaviour. As a result, children play well together and develop strong friendships with each other. Staff are proactive in helping children to respect people from different cultural backgrounds as they celebrate a range of different festivals, such as Chinese New Year.

Children enjoy nutritious snacks, such as crackers, cheese and cucumber. For much of the year snack time takes place outdoors and staff encourage children's independence during this activity. However, during the colder months, snack time takes place indoors and staff are not as effective at maintaining a focus on promoting independence. For example, staff serve children's food for them and do not involve them in food preparation.

Children receive positive messages about staying safe. They learn to take care while using playground equipment as staff provide helpful reminders. For example, staff encourage children to hold the sides of the rope bridge while at the same time encouraging challenge in their activities. This approach enables children to make good progress in their physical development while gaining a sensible approach to safety.

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

The manager provides strong leadership to the staff team and supports staff members well on a day-to-day basis. There is a strong focus on ensuring that staff are familiar with their roles and responsibilities. For example, there are regular reviews of specific policies together with quizzes to challenge the staff team's knowledge. Routine training, such as first aid, safeguarding and food hygiene, is in place to promote children's safety effectively. Regular appraisals support the staff team's professional development successfully and the manager encourages staff to obtain early years qualifications where appropriate. The manager encourages feedback from children, parents and staff to inform the self-evaluation process. He has a proactive approach to further development by addressing any weaknesses immediately and identifying areas for ongoing improvements. For example, he is planning to extend the range of outdoor activities available.

The manager demonstrates a good understanding of meeting the legal requirements of the Early Years Foundation Stage. Effective risk assessments promote good levels of safety on site and during outings. Staff supervise children closely and work well together to help routines flow smoothly. Clear procedures are in place for staff to follow in the event of concerns about children's welfare. The manager regularly reviews the safeguarding policy with staff and ensures that relevant contact numbers and guidelines are easily accessible. All staff, together with drivers of vehicles transporting children from schools, have appropriate background checks in place.

Staff build strong partnerships with parents who are very complimentary about the setting. Parents state that their children are very happy and enjoy attending. Staff welcome parents warmly when they come to collect their children and the positive relationships they share are evident. Staff are proactive in developing partnerships with the local schools that children attend. They stay in contact by e-mail as necessary and provide or seek additional information about individual children as appropriate. This approach promotes continuity in children's care effectively.

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	EY450554
Local authority	Oxfordshire
Inspection number	810851
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	44
Name of provider	Paul Tucker
Date of previous inspection	Not applicable
Telephone number	07762234169

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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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