

Schools Out!

Charlbury Primary School, Crawborough, Charlbury, CHIPPING NORTON, Oxfordshire, OX7 3TX

Inspection date

Previous inspection date

12/02/2013

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 settle quickly and are secure in the well-organised holiday provision.
- Staff work well together to take purposeful, effective action to offer interesting, varied activities for promoting children's all round development and meeting their needs.
- Robust use is made of the indoor and outdoor environments to provide many good quality play experiences.
- Children's behaviour is good. They care for others and are particularly well-mannered.
- Staff meet all requirements for children's safeguarding and welfare.

It is not yet outstanding because

- the range of natural materials to support children's imaginative play indoors is more limited than in other areas of the provision;

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 the two play rooms, hall and outside learning environment. She completed a joint observation with a staff member in the hall.
- The inspector held meetings with the owners of the provision.
The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form. She looked at children's assessment records, planning documentation and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Angela Cole

Full Report

Information about the setting

School's Out! registered in 2012 and is one of two settings owned by the partnership. The holiday club is situated at the Charlbury Primary School at Crawborough in Oxfordshire. The club has close operational links with the school on whose site it is located. It operates from the hall, resource area and 'my time' room. Children use the playground and field. The club opens Monday to Thursday from 7.30am to 6pm during school holidays. The

provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There is one child in the early years age range on roll. Children come from different schools in the area. The club also caters for older children up to the age of 11 years 11 months. There are seven members of staff in total with four working with children at any one time. Of these, two hold appropriate early years qualifications and two are working towards a qualification. An owner-manager holds an honours degree in early years and Early Years Professional Status.

What the setting needs to do to improve further

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

- extend children's indoor and outdoor access to a range of natural materials for them to play with and talk about

Inspection judgements

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

Children enjoy their time at the club. They have fun in the company of the staff and children of different ages. Children from different schools come together during the holiday periods and are keen to play together. They are able to choose to play with activities set out indoors or outdoors. The theme planned for each holiday includes suggestions that children make, building upon their interests and ideas. For example, children suggested aspects of the current circus theme that includes circus skills and magic tricks. Staff offer other activities to promote development across each of the areas of learning within the Early Years Foundation Stage. These also respond to any requests from children. Children effectively cooperate and concentrate for considerable periods of time, for example to complete complicated jigsaws. They have good opportunities to develop their language skills. They talk confidently to staff and play games that require them to ask each other questions about sets of pictures. They enjoy sorting cards, for example to share pictures of their pets. Children have good opportunities to use and develop their mathematical understanding. When playing with the electronic equipment, they find out and compare their games scores. They notice shapes, such as jigsaw pieces with straight sides, and construct complex models, such as a 'fire flying mobile'.

Children gain good literacy skills. They name their work, and staff praise them warmly for this. They also have immediate access to a wide range of attractively displayed books. These include stories and book about the world. All children enjoy being outdoors in the snow, experimenting as they roll it into balls. They seek natural objects, such as sticks and

stones to embellish a snow pig and a snow lady with her baby. However, staff do not regularly provide natural materials to play with, so children have less scope to investigate these indoors. Children can take part in crafts and art activities of their choice, which is a strength of the club. Children spend a long time creating and using their own ideas, for example drawing 'a battle ground with a dog with bottle legs'. They enjoy role play that last over several days, including with dolls and soft toys as 'babies.'

Children show much pride in their work and staff respond enthusiastically. The adults are relaxed, while being vigilant in case children need attention or encouragement. They know how to support children on their own or to draw them into a group. Staff observe young children closely, especially when they are new, so they are well aware about how they respond to interactions. As a result staff offer children the right levels of attention and activities that meet their needs, promoting their learning. Staff use learning journals with photographs and notes that record children's achievements to show their progress and identify their development needs. As a result, children acquire the skills and attitudes to effectively support their next stages of learning.

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

Staff provide effective settling-in procedures so that children are confident to attend the club. Consistency of the overall staff team, alongside the key 'team' system, helps all children to form secure emotional attachments. Staff often know the children and their backgrounds well and work effectively to get to know those who are new to the club. Staff strongly support children and their families with a caring, affectionate approach that helps them to develop trusting relationships. As a result, all children progress quickly and feel safe at the club.

Staff follow well-established care practices that enable children to be happy and enjoy what they do. Children display a good awareness of taking responsibility for the safety of themselves and others. They move around calmly and safely in the spacious rooms and hall. During fire drills, they move quickly without fuss, showing that they know how to respond in an emergency. Children receive effective support from staff to understand the consistent expectations for behaviour and to play well together. As a result, older children care for younger ones. They willingly include them in their play and follow safety rules. Children are extremely polite and staff always thank them for asking before they leave the meal table. Children share resources amicably and take turns to play a variety of games. They choose from a range of good quality resources and play materials that cover the areas of learning well. Resources are available to the children to encourage their confidence and self-motivation as they make decisions about the equipment they wish to play with.

Children gain a good understanding about healthy lifestyles. They help to keep the premises clean by cleaning their shoes on mats. Adults organise themselves well so a member of staff is always available to support children's care needs, including using the toilet. Staff sensitively encourage children to follow personal hygiene routines independently. Children are independent in familiar routines. For example, they efficiently

serve themselves with drinks whenever they are thirsty. Staff provide warm drinks, including 'hot chocolate' in colder weather. Staff offer a variety of nutritious foods, such as breakfast cereals and fruit so that children make healthy choices. Children eagerly choose to play out in the fresh air for long periods. They enjoy experimenting with different ways of moving as they join in energetic games of football and create dens. Children become proficient at handling small equipment, for example when threading tiny beads.

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

The club is well organised as the management and leadership effectively understand and implement the requirements of the Early Years Foundation Stage. Staff consistently meet the safeguarding and welfare requirements at all times, to create an environment that is welcoming, safe and stimulating. The safeguarding officer has extended training to all staff. As a result all staff know clearly how to respond if a child needs support. Employment procedures are robust and there are established practices to review adults' suitability to be with children. The owners use appraisals well and actively support staff to improve their knowledge and skills; as a result, they are well equipped for their roles working with children. The premises are made safe and staff closely supervise children in the outdoor play areas. Staff are vigilant and implement a comprehensive programme of risk assessment for the premises and outings in order to minimise risks for children. All necessary records and documentation are in place and effectively maintained.

The owner-managers have a good understanding of the learning requirements and closely monitor each child's responses and development. They are ambitious about providing high quality care and education. This is reflected in the professional support they give both to new and experienced staff who benefit from initial and further training.. The management team thoughtfully reflects through in-depth, recorded self-evaluation to secure ongoing improvement. The management team consider the views of staff, parents and children to identify areas for development. For example, the club has plans to send out a questionnaire to families to seek their views. Staff also aim to further improve the range of resources to benefit children's well-being.

The club have effective links with other settings and individuals involved in children's care. The club gains permission for each child to share information with their school setting. The management team is in contact with the local reception teacher and knows to exchange information about children for continuity of care. Parents often share development profiles with their child's teacher at other settings. Staff are used to liaising with other professionals and have good strategies in place to support any children with additional needs. Parents speak well of the club and feel closely involved in their children's care and out-of-school play. They have good knowledge of the planned programme of activities and often come into the club to see the resources on offer. The management team regularly reviews policies so that parents have accurate information about the provision. Parents say that their children love coming to this friendly club where they have lots of space to play and look forward to the fun activities.

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	EY451315
Local authority	Oxfordshire
Inspection number	809505
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	25
Number of children on roll	1
Name of provider	Little Monkeys Charlbury Limited
Date of previous inspection	Not applicable
Telephone number	01608810354

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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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