

Ambrosden Out of School Clubs

Five Acres School, Blackthorn Road, Ambrosden, BICESTER, Oxfordshire, OX25 2LN

Inspection date	15/04/2013
Previous inspection date	10/03/2009

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

- Children have high involvement in the club and make many choices about how they play and learn, which supports their active learning.
- Children are encouraged to talk about their feelings. Staff support their emotional well-being by using role play and small world figures to help children to express themselves.
- Children play well together and follow the club rules well. This supports their feelings of safety and security at the club.
- Staff use self-evaluation to effectively bring about positive improvements in the quality of care provided for children.

It is not yet outstanding because

- The organisation of the cloakroom area fails to make the most of opportunities for children to develop their independent skills.
- Opportunities to build upon children's mathematical skills when playing outside are not maximised.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 conducted a joint observation with the manager.
- The inspector observed children and staff engaged in activities together.
- The inspector looked at children's development records to track their progress.
- The inspector spoke with children and parents to gain their views of the club.

Inspector

Hayley Marshall

Full Report

Information about the setting

Ambrosden Out of School Clubs registered in 2000. It is a committee run group operated by the Army Welfare Services. They provide a breakfast club and an after school club on the Five Acres County Primary School site, in Ambrosden near Bicester in Oxfordshire. The club use the community room, hall, main hall and outdoor areas belonging to the school. Children attend on a full-time, part-time or occasional basis and numbers vary each day. There are currently 50 children on roll aged between four and 11 years. There are currently seven children attending the club who are in the early years age range. The club supports a number of children with special educational needs and/or disabilities. The club opens each weekday from 8am to 8.50am and 3pm to 6pm during term time. There is the option of a holiday club during school holidays if numbers allow. There are currently five core staff working with the children, three hold a relevant qualification at level 3 and one has a level 2 qualification.

What the setting needs to do to improve further

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

- promote children's mathematical development when playing outside
- organise the cloakroom area to support children's ability to find their own belongings in order to dress and undress independently before playing outside.

Inspection judgements

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

Children eagerly attend the club and choose what they want to play with. This is because staff encourage children's active involvement in planning and leading their own play. Consequently, children know where their favourite toys and games are kept and play with activities that sustain their interest. Staff support children's play through gentle encouragement and by talking with them. Staff's good knowledge of how to promote children's learning means that they are aware of when to allow children to play without disturbance and when to intervene. As a result, children are skilful in making choices and taking an active part in the planning and evaluation of activities. These skills are essential in supporting their positive attitudes towards learning when at school.

Staff are acutely aware of the challenges children face by being members of families who

serve in the Armed Forces. They spend time talking with children about their feelings as children talk about their parents going away and returning home again. The careful and considerate support staff give as children use small figures and role play helps children to talk about and express their feelings. In turn, this articulation and safe way of expressing difficult emotions means that children's personal, social and emotional development is supported well. The positive interactions and praise staff offer children help them to grow in confidence and self-esteem.

Staff record children's development and learning in books that they share with parents on a daily basis. Staff work closely with the school to complement children's learning by following up on themes and helping with homework. Parents talk with staff about children's activities at home and recent holidays. Staff use this to plan activities that support their interests and play. For example, children talk about their enjoyment of horse riding and staff help them to find toy horses and figures to play with. Children talk at length about their knowledge of horses and riding and give their play a running commentary. This helps them to build upon their ideas. Staff ask children open-ended questions that help them to think and further develop their understanding. Children engage in conversations with staff and each other. They show respect for what each other has to say and wait for each to finish before they speak. This shows that children have a strong understanding about the rules of conversation and are capable communicators.

Children are able to come and go outside as they please. This further supports their choice of activities and physical development. Children know that they must put on a jumper or coat when the weather is cold outside. However, the cloakroom where children store their belongings is too cluttered. As a result, children cannot find their belongings and need to ask staff to help them. In their haste to go outside they ask staff to help them put on their clothing meaning children miss opportunities to develop their independence. Children delight in the freedom of playing actively outside and play team games together. This helps them to build firm relationships with each other and supports the use of their large muscles as they play hide and seek and football. Staff do not always promote children's mathematics skills, such as counting when they play outside. This is because staff do not encourage them to count or write a tally of scores during these team games.

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

Children share close relationships with the staff who care for them. The key person system is effective in helping to make sure that children receive individual attention to help them to settle. Children's contentment at the club is evident as they are sometimes reluctant to leave when parents arrive to collect them. Staff understand that children sometimes experience three or four changes during the day as they move between home, the club and school. They provide good opportunities for children to rest and unwind, as they wish, after a busy day at school. Close working with all those who care for children helps to make sure children experience continuity in their learning and development. Parents praise staff efforts and suggest that the changes children experience are seamless as staff meet their needs so well at the club.

Staff encourage an inclusive environment where all children accept and value each other. Children play together extremely well as a result. Older children accommodate younger ones in their team games and all children get along well. There are firm rules in place, such as having exclusion areas sealed off by cones. Children understand that they must not breach these areas for their own safety. When a ball goes into this area children raise their hand and ask staff if they can retrieve it. This means that children help to keep themselves safe and such practice promotes their good behaviour.

Children choose what snack to eat and staff support them to make this a healthy choice. At meal times, children sit together enjoying the social occasion. They know to wash their hands before eating as this helps to reduce the spread of infection.

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

Staff maintain a safe environment for children to play and learn in. They monitor the areas indoors and outside for hazards and take steps to minimise any risks. Staff share information with parents and visitors about the safe use of technology to help to ensure that there is no risk to children's well-being. Staff supervise children at all times while allowing them to experience an element of challenge in their play. For example, children run and squeeze into hiding places while playing hide and seek. This helps them develop confidence and resilience. A thorough vetting and induction procedure helps to make sure that those who work with children are suitable to do so. Staff make certain that they administer medication safely, keeping accurate records to share with parents. This supports children's good health.

Staff show a strong drive to raising the quality of care they provide for children. Recommendations from the previous inspection have been fully addressed, demonstrating the club's capacity to bring about positive improvement for children. Management gather the views of parents, children and staff to develop self-evaluation that accurately identifies areas of strength and weakness in the outcomes for children. The club also uses feedback from local authority advisors to evaluate the care they provide. This means that targets for improvement are well informed and bring about improvements for children.

The manager leads a strong staff team who work together well. Regular meetings, appraisals and peer observations help to identify training needs and encourage a supportive environment. This means that staff are happy in their work and continue to develop professionally. In turn, children experience a stable and consistent staff team who know them and their individual needs well. Staff draw upon their knowledge and experience of working with young children to observe and track their progress. The effective communication they develop with parents and teachers means that children make good progress in their learning. Effective planning for children's next steps in learning and listening to children's ideas, helps children enjoy their time at the club. Parents are happy with their children's care and confident in the staff who provide it.

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 action. 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	134807
Local authority	Oxfordshire
Inspection number	842958
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	50
Name of provider	Ambrosden Summer Playscheme Committee
Date of previous inspection	10/03/2009
Telephone number	0788551619

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Type of provision

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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, which are usually the childminder's 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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