

SWASP 8

Olney First School, Spinney Hill Road, Olney, Buckinghamshire, MK46 5AD

Inspection date

06/06/2013

Previous inspection date

15/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Staff plan suitable range of activities to engage children in learning in all areas. This enables children to spend their leisure time purposefully.
- Children enjoy fresh air and exercise each day as they play outdoors, these activities help them to increase their awareness of personal safety.
- The premises are safe and secure for children to use and this increases their independence.

It is not yet good because

- The provider breaches some safeguarding and welfare requirements.
- The provider makes little use of self-evaluation.
- Children have few opportunities to practise writing as they play.

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 observed children's activities indoors and out side.
- The inspector varied out a joint observation with the manager. The inspector talked with children.
- The inspector reviewed qualifications, recruitment and suitability information with the manager.
- The inspector held discussion with the manager and spoke to parents.

Inspector

Cordalee Harrison

Full Report

Information about the setting

SWASP 8 is one of several out of school provisions run by SWASP Private Childcare Services Limited. It opened in 2002 and operates from the school hall in Olney Academy, Olney, Buckinghamshire. On occasions when the hall is not available, the group is able to use a classroom in the school. It has daily access to the school grounds and to outdoor play equipment. The group is open each weekday during term time, from 3pm to 6pm, and from 08.30 to 18.00 during school holidays. Currently, there are 47 children on roll, of these seven are in early years age group. Three staff work in the provision the manager is qualified to level 3 and one staff member is qualified to level 2. This provision is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- display the certificate of registration and show it to parents and/ or carers on request

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

- develop self-evaluation systems to carefully monitor the provision, to identify and prioritise areas for improvement.
- provide opportunities for children for children to write for a purpose as they play.

Inspection judgements

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

Staff plan and prepare suitable activities to help children to experience all areas of learning. This ensures that children are engaged in purposeful activities from the start of the session. However, there are few opportunities for children to practise their developing writing skills as part of their play, for example, by writing cards or making lists. Children develop friendships and make and extend their social and communication skills as they join others in play. They play a range of games that involves taking turns and sharing, which increases their understanding of fairness and equality. Children increase their understanding of mathematics as they use tools, such as scissors to make changes to create two- and three-dimensional shapes. They use books for stories, reference and

instructions.

Children use their art and design activities to learn across many areas. They dress up and engage in role-play, they show their imagination and practise various life skills through this area of learning. Children develop their understanding of the world and communities as they experience various cultural celebrations and use their art activities to extend this area of learning. They use their imagination to entertain themselves and others.

Children show confidence as they engage freely with staff and others to share and show their ideas. They make appropriate use of the range of resources that are available to them. They show that they feel safe and secure to approach staff and ask for additional resources to change the learning environment.

Children play freely outdoors, test their physical skills, learn to assess some risks and to negotiate and compromise. In these practical ways, children learn about keeping themselves and others safe. Children are learning what their bodies can do and to manage tasks that are within their capabilities. They remember to drink water after physical exercise and to think carefully and act properly before going out to play in bad weather conditions. Children are confident and demonstrate good self-esteem. Children are using their leisure time compliment and support their learning in school.

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

The out of school provision is welcoming to children; staff liaise appropriately with children and parents to find out about children's starting points. This enables children and parents to make links with a key person from the start. Staff encourage parents to take as much time, as they need to help their children settle into the after school club so they feel secure.

Staff gain sufficient information about children's individual needs and their cultural preferences. Through observations and discussions, they learn about children's different styles of learning. Staff know the children well and this enables them to make sure all children are included, and reassures parents.

Children learn about healthy lifestyles as they eat snacks that include a variety of fresh fruit, they have free access to drinking water or sugar free alternatives. Children play freely outdoors and set personal and physical challenges. They climb, balance run free and enjoy the freedom of outdoor play after school. They learn to take considered risks in the safe environment. For example, they are learning to use a range of equipment and tools safely, they learn to judge the space they need to use the skipping ropes. Children are aware of the need to warn others to keep clear of the swings when they are in use.

Children are learning about the boundaries for behaviour, because staff help them to understand how their behaviour affects others. Children show their respect for staff, they follow their guidance and respond positively to rules. Children's good behaviour helps to create a positive environment where all children feel at ease and interact with others well.

The manner in which the children interact with their friends and the staff demonstrate that they continue to practise what they are learning in school and staff support them well to in doing so.

Parents state that they are happy with the opportunities for play and learning that the staff provide for children and that children settle quickly in the provision. They know their children's key persons, and are aware of the provision's policies. For example, they know who to approach if they wish to provide additional information about children or to make a complaint.

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

Overall, the leadership team makes suitable arrangements for learning and development and safeguarding and welfare. Staff in the out of school provision plan a range of suitable activities to support children's learning's across the different areas while they are in the foundation years.

Staff are knowledgeable about child protection matters. They are familiar with the safeguarding policy and lines of communication to deal with concerns about children's well-being. They take account of communication with parents and the local and registering authorities. Staff know the designated child protection officer and clearly states their expectation for all to act in accordance with the policy. The provision's induction procedure is sound and senior staff uses it to inform others of their roles and responsibilities. This helps all staff to carry out their daily duties competently. They use suitable methods to manage behaviour and staff make appropriate use effective healthy and safety practices. The physical environment is safe and secure for children and standards of hygiene are appropriate. Staff use regular risk assessments and daily hazard checks to create and maintain safe environments for children. This enables children to make independent use of the resources.

The recruitment procedure is sound and all staff including the manager are fully vetted. Additionally she is, suitably qualified and experienced to meet the needs of the children. However, the provider has not informed Ofsted of a change to the person managing the provision, and it is a requirement to do so. In this instance, Ofsted has decided to take no further action and the provider remains registered.

The provision makes little use self-evaluation to assess its performance. Hence, the leadership team does not always recognise when they do not meet requirements for the Early Years Foundation Stage. For example, the provider does not display the certificate of registration for parents' information and this is a breach of requirement. In addition, the provider does not meet the requirements for the compulsory and voluntary parts of the Childcare Register. There are no systems to properly evaluate the quality of children's experiences in the provision. The leadership team takes some steps to maintain standards, such as the provision of sufficient appropriately qualified staff to supervise children. They ensure that documentation to safeguard children and promote their welfare is up to date.

However, there are no targets, or action plans to improve children's play and learning experience over time. Parents state that children enjoy their time in the provision and staff maintains open two-way communication with other professionals, such as children's class teachers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- display the certificate of registration on the premises on which childcare is provided (compulsory part of the Childcare Register)
- ensure Ofsted are informed of the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register)
- display the certificate of registration on the premises on which childcare is provided (voluntary part of the Childcare Register)

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	EY264451
Local authority	Milton Keynes
Inspection number	843526
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	47
Name of provider	SWASP Private Childcare Services Limited
Date of previous inspection	15/10/2008
Telephone number	07802 410472

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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, 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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