

# Oscar @ St Marys

St. Marys C of E Primary School, Queen Street, KINGSWINFORD, West Midlands, DY6 7AQ

## Inspection date

Previous inspection date

06/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Children enjoy lots of opportunities to explore the outdoor play environment and they are supported by staff to move around confidently and safely, which develops their physical skills.
- Children are motivated and supported by staff to initiate their own play which enables them to develop their imagination and enjoy the fun of discovery.
- Children are comfortable and relaxed in this friendly after school club and are developing secure relationships with staff.

### It is not yet good because

- Staff are not always effectively deployed throughout the session, to ensure children are consistently supervised well.
- Communication between staff and other providers, such as school teachers, is not fully focused on each individual child's learning needs in order to fully compliment the learning children receive at school.
- Opportunities to develop children's self-help skills throughout the session are not fully maximised by staff.
- The use of self-evaluation and the club's priorities for improvement lacks rigour. Consequently, the club does not always take swift action to address identified areas for development.

## 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 activities in the two classrooms and outdoor play environment and observed the children at play with the provider and manager.
- The inspector took account of the views of parents/carers included in the self-evaluation.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, the club's self-evaluation and a range of other documentation.

## Inspector

Dianne Sadler

## **Full Report**

### **Information about the setting**

Oscars @ St Marys was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is an after school club that operates from two classrooms within St Mary's C of E Primary School in Kingswinford, West Midlands. The after school club is privately owned and serves the local area. It is accessible to all children. There are various fully enclosed areas available for outdoor play.

The after school club employs three members of childcare staff, including the provider. Of these, two members of staff hold appropriate early years qualifications at level 2 and 3 and the provider holds Early Years Professional Status.

The after school club opens Monday to Friday, during school term time. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 21 children attending, eight of whom are in the early years age group. The after school club receives support from the local authority.

### **What the setting needs to do to improve further**

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

- make sure staff are consistently deployed appropriately to ensure children are well-supervised at all times in order to meet their needs and secure their safety; this particularly relates to times when staff are needed to escort parents through the school building
- work more closely in partnership with the other settings children attend, to help identify each individual child's learning needs and plan to complement and enhance the learning children receive in settings in which they spend more time, such as school.

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

- improve the opportunities for children to develop their self-help skills by, for example, allowing children to access and pour their own drinks throughout the session
- develop the use of reflective practice to identify and take swift action to tackle areas for improvement which will enhance the provision for all children.

## Inspection judgements

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

Children are confident and happy in this welcoming after school club where they know the routine and staff well. They are provided with a stimulating indoor and outdoor environment that encourages them to play and explore and to develop their own ideas. Staff recognise that children have had a busy day at school and enable children to choose to be active or to rest and to play indoors or outdoors. Children thoroughly enjoy exploring the different outdoor play areas where they engage with their friends and participate in imaginative play. For instance, children enjoy pretending to be their favourite super-hero. They develop their physical skills as they confidently run around playing chasing games, negotiating the space and avoiding obstacles successfully. They develop their ideas through play, sometimes pretending the shed is a school house, and at other times exploring the environment to find 'Kryptonite'. On occasion, staff engage with children and use the opportunity to stimulate their interests by suggesting new activities. For instance, when older children become more boisterous staff skilfully suggest a game of hide and seek. Children confidently use language to communicate their ideas, feelings and events. For example, children explain to visitors that they are digging in the dirt and transporting it in their wheelbarrows to make a pig's sty. They continue their conversations by recalling their past experiences of going camping with their families, which they say they really enjoy.

All staff are aware of the importance of meeting the needs of younger children within a large group of different aged children and, therefore, a key person with particular knowledge of early years has been assigned to monitor and support those children within the early years age range. For example, learning and development records have recently been introduced for the youngest children, which contain photographs and records of observations. These are still developing, although, the key person is confident about the learning needs of those children she is more familiar with. However, partnerships with the schools children attend have not been fully developed to include sharing information about individual children's learning needs, and this hinders the out of school club in working to complement and enhance the learning children receive in school. As a result, the youngest children are not fully benefiting from a shared approach to supporting their all-round learning and development.

Staff ensure parents are adequately involved in their children's learning. They talk to parents about what their children have been doing while at the club and at home and discuss the things that arouse children's curiosity. Staff respond appropriately by planning activities and providing resources for children linked to their interests. This ensures children are motivated and involved in their play. For example, children enjoy colouring in pictures of their favourite super-heroes and of airplanes.

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

Staff take time to gradually get to know the children and their parents and carers and supports them all to feel safe and secure. Children receive a warm welcome from staff as they arrive from their different classes at the end of their school day. This ensures they experience a smooth transition from school into the club and all children settle with ease into the routine. Children develop relaxed and respectful relationships with staff and enjoy time to talk to them and their friends at the beginning of the session. For instance, children proudly show the group photographs of their family members at a wedding. Most children show an interest and staff ignite their interest by asking questions. This develops children's confidence and self-esteem and gives them the opportunity to share and consider the difference and similarities of various family backgrounds, cultures and beliefs.

Children know how staff expect them to behave in the club and respond appropriately. They are supported by staff to manage risks safely. For example, when asked by staff, children calmly line up by the door when moving from one area to another. They co-operate happily with staff and are learning to take turns and share with each other. In addition, when older children start running around outside, they are gently reminded by staff that 'there are little people around'. This also fosters a culture of respect and encourages children to consider the need of others.

Children's health is promoted through lots of outdoor opportunities where they enjoy the freedom to explore interesting woodland areas with confidence. Children are familiar with the routines for hand washing, and are sometimes reminded by staff if they forget. They are given a variety of snacks which include healthy options, such as carrot sticks and pieces of apple. However, staff do not always take the opportunity to develop children's self-care skills and independence at snack times. For example, staff give children a beaker of pre-prepared squash which staff pour from a bottle, instead of encouraging children to help themselves.

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

Children are suitably safeguarded in the after school club. Staff have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. The provider and manager have completed training in this area to develop their knowledge. There are clear policies and procedures in place, which are shared and understood by all staff and parents. Effective recruitment and induction procedures ensure staff are suitable to work with the children. The provider works alongside staff and observes and supports their practice on a daily basis. A culture of mutual support is being developed by staff attending meetings and sharing their views with regards to their practice in order to identify their training needs.

Children are cared for in a suitable and secure environment. Staff complete daily safety checks of the premises and keep written risk assessments to ensure all hazards are identified. When moving from one area to another, all reasonable steps are taken to ensure children's safety by, for example, closing gates and providing appropriate supervision. However, staff are not deployed effectively throughout the session, to ensure

children are always closely supervised. For example, when school employees working in the reception area of the school have gone home, staff are needed to escort parents through the school building to collect their children. At times, this leaves one member of staff supervising all the children playing in different areas including the outdoors. As a result, there are short periods when children are less well-supervised.

Staff demonstrate a suitable understanding of how children learn and develop. They provide children with an interesting educational programme and an appropriate range of learning experiences which include children's ideas and interests. This ensures children are motivated and enjoy their time in the club. However, staff are not working in close partnership with all other providers, such as school teachers, to discuss children's learning needs in order to complement their learning achieved at school.

Staff are qualified and work closely together to improve the club and the experiences for children. Since registration, staff have worked hard to develop a positive partnership with the host school and to improve the organisation within the club. The club receives support from the local authority, and have reflected on their practice to identify the club's strengths and areas for improvement. However, swift action has not been taken to address some identified areas for improvement, such as staff deployment. As part of the club's self-evaluation both the children's and parents views have been sought through verbal conversations and by completing questionnaires. As a result, parents demonstrate their satisfaction with the service provided. They are very happy and comment on the 'brilliant job' carried out by staff. Children state that they like going outside, using the computer and the art and craft activities. They also 'like the people that come to the club'.

### **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

<b>Unique reference number</b>	EY453903
<b>Local authority</b>	Dudley
<b>Inspection number</b>	894236
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	21
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Julie Anne Rawlings
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384 818295

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

