

Culham After School Club

Europa School UK, Thame Lane, Culham, ABINGDON, Oxfordshire, OX14 3DZ

Inspection date

Previous inspection date

05/07/2013

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 particularly enjoy attending the club because their individual needs and interests are provided for well.
- There is a strong partnership with parents because they are kept well informed about their children's well being and development, and their involvement in the club is fully encouraged.
- Children's backgrounds and cultural diversity is promoted, celebrated and shared regularly though out the club.
- Bi-lingual staff encourage children to use and develop their additional language skills.
- Strong trusting relationships encourage children to develop positive attitudes to one another.

It is not yet outstanding because

- The staff do not always use information about what children already know to promote children's best possible progress, for example to extend their knowledge of number in everyday counting activities.

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 spoke to the staff and children.
- The inspector held discussions with parents and took account of their views.
- The inspector viewed a sample of the club's documentation.
- The inspector held discussions with the manager and the owner.
- The inspector made a number of observations of activities.

Inspector

Edgar Hastings

Full Report

Information about the setting

Culham After School Club registered in 2013. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a self-contained building on the school site of both the Europa School and European School, in Culham, Oxfordshire. Children have access to a playroom, kitchen, toilets, fully enclosed courtyard and the schools outside recreational areas. Children are taken from both schools and other schools in the local area. The group offers care to children aged between four years and ten years of age. Currently there are 45 children on role who attend for a variety of sessions, and no more than 30 can attend at any one time. The group currently operate between the hours of 3.35pm and 6.00pm, Mondays to Fridays during school term time. A holiday play scheme is held during the first two weeks of the schools' summer holiday. The club supports children who speak English as an additional language. There are five staff, including the manager and owner, who work directly with the children. One member of staff holds a National Vocational Qualification (NVQ) at level 6, two hold NVQ at level 3, one holds an NVQ at level 2, and one is working towards a qualification.

What the setting needs to do to improve further

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

- enhance children's mathematical development by using information about what children already know about number, to extend everyday counting activities.

Inspection judgements

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

This is a popular provision with both parents and children because it places great emphasis on catering for children's specific interests, and celebrates their diverse cultural backgrounds. Secure arrangements are in place to register them when they are collected from school and escorted to the club premises. Children arrive enthusiastically because they are welcomed warmly by staff who know them well, and enjoy strong relationships with them. Discussions are held with parents when children are first admitted to establish any particular interests or needs, so that they can be taken account of during planning. Staff hold regular planning meetings for all groups of children, and record evaluations so that next steps can be planned. Staff also engage in reflections on their own practice in order to assess their effectiveness.

The club is well resourced and provides well for the areas of learning for the under five

year old children. The main room is set out to enable children to make choices, and to engage with other children or work or play individually. Children's creative skills are developed through painting and hand printing, paper folding and pattern making. They are encouraged to expand their own ideas through imaginative designs. Cutting and sticking activities, and the practice and development of early writing skills using a range of pen, pencils and chalks support their small muscle control well. In the court yard children learn about the natural environment through planting and growing, and observing the growth of a family of ducklings following their hatching. Children's physical development is particularly well catered for through the shared use of the school play outside recreational areas. Staff place a strong emphasis on regular physical activity and organise games for the children, and interact with them in friendly and supportive manner to make them enjoyable. The parachute game is popular and used well by staff to ensure all children have a part to play and learn to co-operate. Clear rules are set and children engage enthusiastically, and mixing well with other children of different ages. Good relationships and positive attitudes by staff ensure children behave well and follow the club's behaviour code. These are skills that support them as they attend other settings, including school.

When children first attend essential information is shared about children's likes and dislikes, developmental and any health issues, in order that the club can establish a starting point for children's assessment. However, staff do not always use what they know about children's mathematical development to fully extend counting activities during everyday play. Key persons share information with parents on a regular basis about children's experiences and development. Often this information will be shared when children are collected from school or afterwards when the club session has finished. Parents say they greatly appreciate this opportunity to learn first hand how well their children are developing. More formal occasions such as open evening provide opportunities for more in depth discussions to take place. Parents are especially keen for children to maintain and use their second language skills during their time at the club. Bilingual staff oblige willingly and frequently engages children in conversation in either French or German, or organise activities in these languages.

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

Staff are keen to ensure that their planning of activities meets the needs and interests of the children, often liaising with the school, as well as parents, to share information to support each child. The club organises the learning environment in order to allow children to make their own choice of activity, to engage in free play or follow an activity organised by an adult. Planning is evaluated for its effectiveness in meeting individual needs, and to identify the next steps in learning for individuals or groups. Parental discussions take place with key persons about particular needs including health issues or allergies so that all needs can be met.

Children are very confident in the club and enjoy strong relationships with staff and their key persons showing their security because they are cared for well. This supports their personal social and emotional development well. Healthy lifestyles are promoted through a programme of healthy eating and regular physical exercise. Parents are very supportive of

snack time and frequently give their time to cooking foods from different cultures reflecting the wide range of backgrounds the children have. Celebrating cultural diversity is a strength of the club and staff talk to families about particular celebrations they may hold during the year. Good hygiene procedures are followed and staff have all been trained in food safety. On hot summer days staff ensure children have access to sun cream and sun hats for their protection against the sun and plenty of liquids to drink.

Staff have high expectations of behaviour and the club has developed a set of rules in partnership with the children which are followed well. Children co-operate with staff and are keen to help create snack menus and different foods to cook. Children's independence is encouraged and children take responsibility for attending to their personal needs, serving themselves at snack time, and making their own choices of activities.

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

Although the club has been registered for only a relatively short time the owner has developed a strong staff who have all had the required training. She adheres strictly to the club's recruitment policy, takes up references and instigates police checks to ensure the suitability of applicants. There is a strict policy on the use of mobile phones and cameras, and regular risk assessments are carried out to ensure the safety of premises and equipment the children might use. All staff have been trained in paediatric first aid, food hygiene, and the Early Years Foundation Stage framework and are well equipped to support the learning and development of young children.

The majority of the staff are experienced and have backgrounds working with children and use that experience well in supporting children at the club. An annual appraisal of staff takes place to assess their effectiveness with links to further training and development where appropriate. Face to face staff interviews are held so that career developments may be identified. Self evaluation is used effectively and clear priorities for development are identified and set into an action plan. Currently, these include further development of provision for children's opportunities for free play, to employ more staff with additional language skills, and to extend the resources for the development of multi cultural resources.

Relationships with parents are very strong. One parent told the inspector 'My child absolutely loves it! He would stay longer if he could!' They say how pleased they are with the care and provision, the safe environment and procedures for keeping children safe. They confirm that they share information when their children first attend about their development, and general health and home language issues. The 'WOW' factors celebrating children's achievements in the club are reinforced at home. Parents enjoy contributing to the work of the club through snack and cooking activities, and providing a variety of cultural foods for all children to taste and try. Parents also involve themselves in collecting materials to enable children to engage in model making, and respond to club surveys about activities they would like the club to provide. They say that activities are matched well to children's ages to ensure that they are interested and engaged.

The club also works in close partnership with the two schools and liaises with teaching staff about children regularly. The school readily make the use of the recreational facilities available for the club to use, as well as any of its professional services that may be required to support the children. The owner has made a good start in the development of the after school club and is providing good leadership and management. Through her clear ambition and priorities for future development she demonstrates that she has the capacity to continue to be successful in meeting children's needs.

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	EY457138
Local authority	Oxfordshire
Inspection number	901761
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	45
Name of provider	Ruth Joanne Palmer Mullen
Date of previous inspection	not applicable
Telephone number	07754892903

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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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