

The Butler Centre Out of School Care

The Butler Centre, Church Street, Wantage, Oxfordshire, OX12 8BL

Inspection date	22/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- New children settle into the club quickly and show that they feel happy and confident.
- Children play well together and behaviour is good.
- Staff place a high emphasis on enabling children to choose their own play and to contribute their views on the club.
- Staff organise routines well so that the session runs smoothly. They provide a calm and welcoming environment where children can relax and play safely.

It is not yet outstanding because

- Staff sometimes overlook opportunities to engage children in activities, where children can use their imaginations, before children lose interest..

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 and routines indoors and outside during an after-school session.
- The inspector held discussions with the manager and children's key person at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including children's individual records, evidence of staff suitability and the club's self-evaluation form.

Inspector

Gill Little

Full Report

Information about the setting

The Butler Centre Out of School Care first registered in 2004. It re-registered in 2013 due to a change in ownership. The club operates mainly from two rooms on the first floor of The Butler Centre for Education in Wantage, Oxfordshire. The building is a converted Victorian school. The club is able to use rooms on the ground floor of the premises if necessary. There is no lift access to the first floor. Toilets are located on the ground floor. Children have access to an enclosed outdoor play area. The club makes use of local facilities, such as nearby parks and a museum. It offers out of school and holiday care for children aged from four to 11 years. It is registered on the Early Years Register and is caring for five children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register and is caring for 35 older children. The club supports children learning English as an additional language.

The breakfast club operates each weekday from 7.30am until 9am and the after school club from 3pm until 6pm, during school term times. These facilities are available to children attending a local primary school. The holiday club operates from 8.30am until 5.30pm, Monday to Thursday, during all school holidays except Christmas. This facility is available to children attending various local schools. The club employs nine staff, of whom six hold relevant qualifications, including two staff who have attained Qualified Teacher Status.

What the setting needs to do to improve further

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

- encourage staff to make the most of opportunities to engage all children in activities to further their learning and imaginations.

Inspection judgements

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

Children arrive at the club, after a day in school, in good spirits. They quickly settle to activities, such as playing in the home corner or watching older children on a computer game. They play well alongside each other and sometimes extend their play through discussion or through imaginative use of resources. They experiment with a long cardboard tube, using it like a telescope or making noises down it, resulting in lots of giggles. However, although staff are on hand to supervise and help children when needed, they occasionally overlook opportunities to engage younger children in activities. For example, children sit down to watch a puppet show organised by some of the older

children. They show excitement and the activity becomes a little rowdy. Staff remind children to watch quietly so that they can hear the puppet show but they do not take steps to engage the children further by encouraging them to use their imaginations. As a result, the activity becomes somewhat disorganised and some younger children lose interest.

Children are able to play outdoors on a daily basis. The garden provides a range of suitable activities and space to develop physical skills. Children become engrossed playing with water or pushing dolls around in buggies. Staff encourage children to follow their own ideas, providing appropriate resources and support when needed.

The key person for early years children takes positive steps to become familiar with their individual needs and interests when they first start in the club. She completes 'All about me' information by talking to the children about their family, their friends and their favourite activities, recording these details for future reference. Staff keep records of their observations of children's progress and significant achievements. They share these records with parents and the children's school to promote continuity in care and learning. In addition, staff talk to parents on a daily basis to keep them well informed of their children's time in the club.

Staff support children with English as an additional language appropriately. They reflect children's home languages through visual signs around the rooms and by learning key words as appropriate. They take positive steps to find out about children's cultural backgrounds so that they can celebrate these with all children.

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

Good procedures are in place to help new children settle quickly into the club. Children have initial visits with their parents before they start so that they become familiar with their new surroundings. The key person gathers information about children's individual needs so that she can support their welfare effectively. As a result, children show that they feel happy and confident in the club. They engage readily in most activities and form good relationships with others. Their behaviour overall is good and they respond well to instructions from staff. They develop positive skills for independence, such as helping themselves to drinks or spreading butter on crackers at snack time.

The Victorian building that houses the club poses some difficulties, however, the staff and children overcome these well. There are clear procedures for moving around the building, such as when going downstairs to play outside or to use the toilets. Staff supervise children carefully and ensure that the building is secure to prevent unauthorised entry. Children develop a good awareness of safety procedures as the club promotes this well, such as inviting the local community support officer to talk to children about issues, such as internet safety. Staff organise routines well, such as preparing snack time, so that sessions run smoothly. The club provides a welcoming and calm environment with a suitable variety of resources. As a result, children enjoy a relaxed atmosphere and can play safely.

There is a strong emphasis on developing a positive approach to healthy lifestyles. Children grow their own vegetables and take part in exciting initiatives, such as gaining funding for new aprons by developing recipes. The club provides a healthy snack for children attending after school, such as crackers and cheese or baked beans on toast. Staff listen carefully to any concerns raised by parents, such as worries about dental erosion through fruit juice. As a result, they adapt their food and drink provision thoughtfully, limiting fruit juice to the breakfast club session.

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

The club demonstrates a clear understanding of its responsibility to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff undertake safeguarding training so that they are familiar with procedures and symptoms of children at risk. The manager is clear about procedures to follow if there are concerns about children. She is confident about her role in discussing issues with parents or referring concerns to appropriate agencies. The building is safe and secure as staff undertake daily safety checks before children arrive. A range of documented risk assessments are in place for staff to follow to reduce the risk of accidents. All staff working with children have appropriate background checks. The club liaises effectively with the children's centre to ensure that no person without appropriate background checks has any unsupervised contact with children. Induction procedures help staff to understand their roles and responsibilities, particularly around children's welfare, such as safety procedures and fire evacuation.

There are clear procedures for supervising and supporting staff to promote their professional development. Staff attend a variety of training events and receive ongoing support from the manager. The manager effectively evaluates staff practice, accurately identifying weaknesses to take forward for further improvement. The club evaluates its overall practice well, taking full account of the views of staff, parents, children, outside agencies and other professionals. Since registration, the club has improved resources in the role-play area to promote children's imaginations and creative play further. Children are able to contribute their ideas through discussion, a consultation board and a suggestion box. Staff respond well to children's views, adapting routines and activities or purchasing additional resources where possible. Staff place a high emphasis on enabling children to follow their own ideas and to take ownership of the club. They plan activities reflecting children's current interests and suggestions, such as a Halloween party. This approach means that children enjoy their time in the club and are motivated to take part in activities, despite staff occasionally overlooking opportunities to engage children more readily in some activities.

The club promotes positive partnerships with parents. The manager ensures that parents have helpful information about the club before their children start, such as information about play work principles and the club's focus on children's freely chosen play. The club also builds positive relationships with the on-site children's centre staff through regular

meetings and email contact. Staff work closely with school staff and other professionals where appropriate to promote good continuity for children.

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	EY460639
Local authority	Oxfordshire
Inspection number	912368
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	40
Name of provider	The Butler Centre for Education
Date of previous inspection	not applicable
Telephone number	07787794478

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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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