

Oscar's Out of School Club

GREEN OAKS PRIMARY SCHOOL, Whiston Road, NORTHAMPTON, NN2 7RR

Inspection date

Previous inspection date

19/03/2014

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 enthusiastically enter the club following a busy day at school. They enjoy a good range of activities, which successfully complements and supports their ongoing learning and development.
- Children's social and emotional needs are met well. Relationships are positive and early years children are happy and confident.
- Staff ensure the children's safety and are fully aware of their responsibilities to protect children from abuse and harm. This ensures children are protected at all times.
- Children behave well. They help to devise the rules and boundaries of the club, which enables them to develop a secure understanding of acceptable behaviour.

It is not yet outstanding because

- There is scope to expand on the range of resources and activities available in the outdoor environment to further support children's development across all areas of their learning.

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 had a tour of the premises during the inspection.
- The inspector observed activities in the hall and the outside environment.
- The inspector held meetings with the owner of the provision and spent time talking to the staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Oscar's Out of School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It takes place within Green Oaks Primary Academy in the Kingsthorpe area of Northampton. Children have access to the school hall and there is a fully enclosed area available for outdoor play. The club serves children who attend the school. The club employs 14 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualifications at level 2 and above.

The club opens before and after school, Monday to Friday during term time. Sessions are from 7.45am until 8.50am and from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 20 children on role. Of these one child is in the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the range of resources and activities in the outdoor environment to further support children's development across all areas of their learning.

Inspection judgements

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

Children enjoy their time at the before and after school club and demonstrate positive attitudes to their play after a busy day at school. This is because staff effectively compliment children's learning and are provided with a good range of activities which helps them continue to make good progress. Staff value the views of parents and gather initial 'all about me' information before they attend. The helps develop an awareness of the child's interests and favourite activities and helps them to settle at the club. In addition, staff make observations of the children and their achievements are recorded by their key person in their individual folder. This information is then used to support the planning of activities. Nevertheless, planning is flexible and often influenced by the children's choices, ideas and play preferences.

Children confidently make choices about what they would like to play with. Activities and resources are well organised, which enables children to choose and select for themselves. Children form positive friendships with the staff and their peers. Early years children interact well with older children and children with special educational needs and/or disabilities. They sit together at a table where graphics resources are easily accessible to them. Children's interests are sustained and their knowledge extended because staff take time to talk to them about what they have drawn. For example, a child's drawing of a

castle lead to a conversation about the purpose of a moat surrounding the castle. Staff join in the children's board games, which successfully supports them to understand the rules of the games and aids their enjoyment. Consequently, children persist and cheer when someone wins the game. Children express themselves confidently and engage in conversations with the staff and other children. Children's language is further promoted because staff ask appropriate open-ended questions, which encourages them to think and extends their speaking skills. In addition children have access to a selection of books, which supports their ongoing literacy development.

Children develop their physical skills in the outdoor environment. They kick balls and develop their coordination skills as they walk on the 'feet' stilts. Children exhibit great excitement during hide and seek games. They eagerly run to find somewhere to hide. In addition, staff support younger children to use more challenging equipment, such as the climbing and balancing apparatus. Consequently, children's existing skills are sufficiently challenged. However, the range of additional resources and activities provided in the outdoor environment to further support children's play and development are not yet fully developed. For example, opportunities for children to extend their knowledge of the natural world and to paint and be creative outside. As a result, learning opportunities in the outdoor environment are not always fully optimised. Staff provide opportunities for children to express their creativity. For example, children create patterns using their hand prints and paint 'let's go fishing' paintings. In addition, children make cards and enjoy making paper mache models and Chinese lanterns. Children imaginatively use the small world resources, building castles and a zoo for the animals. They concentrate, show perseverance and are proud of their achievements.

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

Children happily enter the club at the end of the school day. This is because staff create a caring and nurturing environment for the children. Staff gain a good range of information about children's care needs, prior to them starting, which helps to support transitions from their home into the provision. For example, information is obtained about any known special dietary and health requirements. This successfully promotes continuity in the children's care and supports their continual well-being. In addition, staff work in collaboration and develop good relationships with staff at the school. This is further enhanced because a teaching assistant employed at the school also works at the club and therefore knows the children well. Consequently, transitions between the different environments are good. Staff show warmth and affection towards the children. As a result, children naturally seek reassurance as required and willingly include the staff in their chosen activity, which often results in laughter and fun. This demonstrates that children feel settled and secure, which effectively supports children's emotional well-being.

Staff create a safe, welcoming and well-resourced environment and children's sense of belonging is fostered well. This is because staff display the children's colourful art work around the room. Staff are deployed well and know how to deal with safeguarding issues. Any accidents are handled appropriately and a sufficient number of staff hold paediatric first aid certificates. Children's confidence and self-esteem is raised because staff praise them for their efforts and achievements. They behave well and help to formulate the rule

and boundaries of the club. For example, children create posters which state 'to be kind to everyone', 'no name calling' and 'be happy'. Children are kind and caring towards each other as they develop an understanding of the needs of others. For example, older children ask younger children if they would like another drink and if the response is 'yes' they readily pour them another drink. Staff support children to develop an awareness of safety and how to stay safe. For example, children are taught that they must walk sensibly in the indoor environment and are helped to use the play equipment in the outdoor area safely.

Staff support children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and enjoy being physically active during outdoor play. For example, children enthusiastically run on the grass and older children practice their cart wheels. Children learn to keep themselves healthy by adapting good personal hygiene routines, such as washing their hands before eating. They enjoy nutritious breakfasts and snacks, which includes fresh fruit, crackers and a range of different spreads. Drinking water is consistently available for the children to help themselves to a drink, which ensures they remain well-hydrated. In addition, children enjoy an occasional treat, such as cake and custard. Mealtimes are enjoyable and provide an opportunity for social interaction between children and adults. Independence is promoted because staff encourage the children to spread their own butter and topping on their crackers. Younger children benefit from this experience because they learn how to use the knives correctly. In addition, children learn to take responsibility because staff encourage them to tidy away the resources and to put on their own coats before they go outside to play.

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

Management fulfils their responsibilities in meeting the safeguarding and welfare requirements. As a result, they create an environment that is safe and stimulating. Management and staff demonstrate a good awareness of their responsibility with regard to protecting children from abuse. A safeguarding policy is accessible to staff and parents and is in line with the Northamptonshire Safeguarding Children Board procedures. Copies of all required policies and procedures are provided for parents and these successfully reflect staff practice and support the effective management of the club. Furthermore, children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. For example, management obtains enhanced Disclosure and Barring Service checks for all members of staff. Staff supervise the children well and undertake daily risk assessments to ensure that the premises, equipment and outside environment is safe.

Management and staff effectively monitor the educational programmes, which ensures a complimentary approach to children's care and learning experiences. As a result, children enthusiastically participate and continue to make good progress in their learning and development. In addition, management has recruited appropriately qualified and experienced staff, who provide a warm and friendly environment for children to learn through play after a busy day at school. Management monitors staff performance

informally through their observations and working alongside staff. They complete annual appraisals meetings to identify future training needs, supporting staff to gain childcare qualifications in order to enhance their existing skills and knowledge. Self-evaluation is effective in identifying what the setting does well and what it needs to do to improve. As a result, targets are set for the future to secure improvements. For example, management intends to continue to develop the range of resources and to further strengthen links with the reception teacher within the school.

Management and staff develop good relationships with the parents. They provide parents with a 'registration pack' at the start of the placement. This contains a good range of information about the ethos of the settling. Communication is effective, which ensures staff and parents work together to meet children's differing needs. Parents speak positively about many aspects of the club. They state that their children are happy to attend, that the range of activities are good and that children are able to relax after a busy day at school. Inclusion is addressed well. Staff are aware of their responsibilities to support children with special educational needs and/or disabilities in order to ensure their continuing needs are met. For example, staff effectively use daily routine cards to support children with autism. Management and staff successfully work alongside staff at the school, which ensures continuity and consistency in the children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468262
Local authority	Northamptonshire
Inspection number	937513
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	20
Name of provider	Shaaron Lawson and Rebecca Thompson Partnership
Date of previous inspection	not applicable
Telephone number	07900473113

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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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