

# Oak Tree Out Of School Club

Youth Centre, Paddock Lane, DESBOROUGH, Northants, NN14 2LZ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 24/03/2014 |
| Previous inspection date | 23/05/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Early years children's school learning is complemented and supported well by the good teaching skills demonstrated by the club staff and by the strong partnerships that have been established with foundation stage staff at the feeder schools.
- The management team are enthusiastic and very committed to providing a good care and learning experience for the children that attend the club. Staff know the children, their families well enabling them to support the children's individual needs extremely well.
- The premises are assessed daily to ensure potential risks are minimised and staff have a good understanding of all safeguarding related issues ensuring that children remain safe while in their care.

### It is not yet outstanding because

- There is scope to widen the variety of outdoor activities regularly made available to the children so that all areas of learning are supported during outside 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 engage in free choice play and discussed these observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and talked with the manager about her self-evaluation and improvement plans.
- The inspector spoke with the members of staff responsible for safeguarding, behaviour management and special educational needs.
- The inspector took account of the views of parents and carers spoken to at the inspection and their responses to quality assurance questionnaires recently completed.

## Inspector

Anne Archer

## Full report

### Information about the setting

Oak Tree Out of School Club opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Youth Centre in Paddock Lane, Desborough in Northamptonshire and is privately owned and managed. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens Monday to Friday during school term times and during school holidays. Term-time sessions are from 7.30am to 9am and from 3.15pm to 6pm, except on a Thursday when the club closes at 5pm. The holiday club runs from 7.30am to 6pm, with the exception of Thursday when it closes at 5pm. Children attend for a variety of sessions. There are currently 10 children attending who are in the early years age group. The club supports children who speak English as an additional language and 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:

- widen the variety of outdoor activities regularly made available to the children so that all areas of learning are supported during outside play.

### Inspection judgements

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

Children are eager to access activities when they arrive at the club, they are motivated to learn and talk easily and confidently with staff. Indoors, they have access to a good variety of age-appropriate toys and resources that complement their school activities and encourage them to make good progress in their learning. Staff understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. They have a good knowledge of the prime and specific areas of learning and are mindful that children have been at school all day. In consultation with the children, staff plan a range of activities to promote the children's learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children to follow their own interests or find out more about someone else's. Choice of play in the outdoor area sometimes, for a variety of reasons, does not support all areas of learning. While acknowledging that some of these reasons are out of the control of the club's management team, there is scope for a wider variety of activities to be provided outdoors to enhance the learning opportunities of those children who prefer to be outdoors.

Staff demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Photographs, written observations and samples of children's work are kept as evidence of the children's time at the club. These are shared with parents to ensure that they are fully aware of their child's progress and development. They are also shared with teaching staff at the children's schools if parents and children are in agreement. Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'All about me' information on the registration forms, which includes details, such as, family, favourite toys and activities and what the child can do, which helps staff to establish children's interests. A tracking system is used which is added to planning and helps staff identify any gaps in early years children's learning and progress. Targeted activities are then provided to support the child although any child is able to participate.

All of the children attend nursery or primary school through the day, therefore, the management team are aware that activities need to complement what they do there. Staff have good communication with the class teachers and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as helping them with letter formation or introducing new vocabulary so that simple targets are set. Staff are effectively involved in what the children do and extend their learning well. For example, a member of staff noticing that a child is making letter shapes on the wall-mounted whiteboard asks her to write a message for her. Children's mathematical skills are aided through fun activities, such as playing board games like junior monopoly and chess. Children's ideas are valued and included in the planning of activities. Staff and children talk about what they enjoy and what they would like to do and this is fed into the planning. All children help to decide some of the activities they would like to participate in. This shows that planning is effective in helping children to learn and sustain their interests and that they play an active part in the life of the club. Children confidently and eagerly express what they like about their club. They particularly enjoy being with their friends and being able to choose the games they play. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

Warm and caring relationships between staff and children are very apparent. The manager oversees the care and learning for the children in the early years age group. This helps to promote consistency of care and enables staff to get to know individual children well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at the club. Staff are good role models of behaviour and attitude, and children follow their example. Children are polite and show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a good awareness of responsibility within the setting. For example, children relish in opportunities to help staff by taking on roles, such as helping to prepare snack. Older children are caring towards

their younger peers and show them how to play a game that is new to them, such as chess. Behaviour within the club is good. When occasionally there is a behaviour issue, staff work with parents and the school staff to resolve it in a way that best suits the individual child.

Children are learning to respect each other's differences. They are encouraged to talk about and recognise their own needs and those of others. They are involved in deciding the club's rules and they are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected. They place a high priority on children's safety. Children learn to keep themselves safe as they talk about road safety on the walking journeys to and from school. They listen to the staff when they offer advice, such as to try the three-wheeled scooter when balancing on the two-wheeled model is difficult.

Children are developing a good understanding of why it is important to lead healthy lifestyles. They have access to the outdoor play area throughout most of the afternoon sessions and during school holidays and have a good range of equipment to develop and strengthen their physical skills. Children are provided with nutritious snacks that include vegetables and salad and in addition help themselves to a piece of the fruit from the bowl that is available throughout each session. Drinks are also available throughout the session. Children wash their hands before eating and understand the importance of this procedure. Staff chat to the children while they are eating and children ask questions about any food they are unsure of, such as the sliced red peppers. Children have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences, for example, dressing-up clothes, books, puzzles, and games. Indoor space is well organised to provide a stimulating and welcoming environment for the children. Resources are well deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. Good links with the feeder schools ensure that children are provided with effective support for the move between the club and school. Staff share information with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

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

The management team understands their roles and responsibilities well, therefore, the club is effectively led and managed. All staff demonstrate a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure everyone employed at the club is suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well at all times. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents or carers. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Clear and precise policies, procedures and documentation are regularly reviewed, underpin practice well and help to keep children safe, secure and protected from harm.

Staff have an effective understanding of the learning and development requirements relevant to their provision. They liaise closely with the feeder schools to ensure that they fully support children's continued learning. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views either verbally or by completing a smiley face questionnaire. Staff are committed and passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. All the actions and recommendations from the last inspection have been successfully completed. Accurate identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club. The manager monitors staff performance through regular meetings and annual appraisals. Staff have opportunities to develop their knowledge and skills through attending training courses, and a training matrix is in place to ensure all relevant training is completed, such as first aid, safeguarding and food hygiene.

The club has established good links with teaching staff at the two feeder schools. The manager is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support to close gaps in learning. This is particularly evident for those children with special educational needs and/or disabilities and for those children with English as an additional language. When planning activities for the club, she supports the educational programmes children are following in school. Staff act as a bridge between teachers and parents to provide continuity of care as they collect the children each day. Staff are available to discuss a child's day with parents when they are collected. In discussion with parents during the inspection, comments indicate that they are more than happy with the service their children receive. They notice their children are happy and settled, and children also state that they enjoy coming to the club.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY363404                                |
| <b>Local authority</b>             | Northamptonshire                        |
| <b>Inspection number</b>           | 878486                                  |
| <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>      | 26                                      |
| <b>Number of children on roll</b>  | 10                                      |
| <b>Name of provider</b>            | Oak Tree Out of School Club Partnership |
| <b>Date of previous inspection</b> | 23/05/2011                              |
| <b>Telephone number</b>            | 07810 661757                            |

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

