

# West Oxford After School Club

West Oxford Primary School, Ferry Hinksey Road, OXFORD, OX2 0BY

## Inspection date

Previous inspection date

21/05/2014

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

- Staff plan good opportunities to support learning through play which complement the learning children gain from other early years providers.
- Staff manage children's behaviour well and consult with them in rule making, which helps them understand how to manage their own behaviour.
- There are lots of opportunities for children to develop social skills and build friendships across the different age ranges.

### It is not yet outstanding because

- Staff sometimes prioritise the completion of routine tasks over encouraging children to learn self care skills, such as making their own snacks.
- Self-evaluation does not successfully gain and use the views of children, parents and staff to help identify and action further areas for improvement.

## 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 undertaken by the children and the staff.
- The inspector discussed practice with the play leader, manager and staff.
- The inspector sampled documents in relation to children's learning and development, safeguarding and those relating to qualifications.
- The inspector took account of parents' views through parent interviews.
- The inspector completed a joint observation of an activity with the manager.

## Inspector

Carolyn Hasler

## Full report

### Information about the setting

West Oxford After School Club first registered in 2001 and then re-registered as part of the Oxford Active Company in 2013. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club operates from the dining hall with access to an adjacent room within West Oxford Primary School. Children have access to a large fully enclosed outdoor play area. Children attend from the school only. The after school club operates from 3pm-6pm Monday to Thursday during term time only, and opens as a holiday play scheme for four weeks during school holidays. The play scheme operates from 8.30am-5.30pm Monday to Friday. There are four staff who hold appropriate early years qualifications that work with the children. Currently there are six children on roll in the early years age range. The after school club caters for additional children up to the age of 11.

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

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

- promote children's self care skills further by providing opportunities for them to prepare their own snacks
- extend the systems to assess and evaluate how the setting is meeting the needs of children, parents and staff by gaining and using their views to further contribute towards areas for future development.

### Inspection judgements

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

The provision is good because this play-based club follows the principles of the Early Years Foundation Stage well. Staff enthusiastically provide children with a range of activities which cover the seven areas of learning. Parents particularly comment on staff knowledge of individual children, and create a good atmosphere, taking good care of children. As a result of this, children appear confident and self assured as they seek out play experiences. Staff communicate with children in a variety of ways. They engage them in play activities, listen and ask open-ended questions to encourage thinking and extend language skills. There is ongoing friendly banter and commentary, which supports children's ideas, thoughts and feelings. Staff provide an environment which encourages them to be physically active. They have free access to outside play where there is lots of opportunities to climb, run and practice ball skills. Staff are deployed well to supervise and engage children in challenging activities. Children have many opportunities to express themselves imaginatively and some build imaginary cars with the things they find in the

outside spaces. Staff plan activities to support children developing an awareness of technology, children enjoy practising these skills as they play suitable computer games. Staff ensure there are quiet areas for those children who are tired after a busy day at school. They provide a range of story and information books, and writing materials to support children practising literacy skills. They engage children in games, which encourage them to practice mathematical skills. Overall, staff complement the learning children receive during their school day.

There are many opportunities for children to act independently in their choice making and their play. However, at times staff carry out tasks for them because it is quicker and enables their routines to run more smoothly. This is particularly evident at snack times, where children are not encouraged to prepare their own snacks. This does not help children to develop their self-care skills and independence.

Staff within this after school club have access to the school's early years curriculum and follow the same themes within their own planning. This helps children consolidate their knowledge. Staff observe and assess children under the seven areas of learning. Each child has a learning journal, which follows children's progress. Children add work to these, providing evidence of their progress. The learning journals are available to children and parents at each session to look at and add their own comments. Parents feel informed about the curriculum and play opportunities provided. They comment on the good range of activities available, which they see their children engaged in. They are welcomed into the setting and feel able to share their knowledge of their children with staff.

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

A successful key person system ensures each early years child has a special person available for support. Staff work closely with teachers from the school to ensure that children settle in to this play provision. They share information to make sure they meet each child's individual needs. The collaboration between the staff, school and parents ensures children have positive role models to help them feel secure. Club rules are decided through discussions with children and this helps them understand social boundaries and the expectations of staff. Staff help children negotiate and resolve their conflicts through dialogue. They provide them with positive language praising and acknowledging their achievements. As a result, children conform to expectations and treat each other with respect. Children are encouraged to have an awareness of other people and their differences through the range of resources, which supports their play. Craft activities sometimes focus on both British and world cultures. This encourages children to feel pride and embrace differences between people, communities and the wider world. The after school club provides opportunities for children to build relationships with others of their own age and different age groups. Children form friendships and play in small groups engaging each other, cooperating and sharing resources. Parents particularly like the opportunities their children receive to extend their personal and social skills.

There is a strong focus on children's safety. Staff provide children with a safe environment and remind them of safety when their play is over exuberant and out of hand. Overall,

children handle resources safely and play with consideration to their own and others' safety. Staff show a confident knowledge of safeguarding procedures including whistle blowing and the use of communication technology. They understand how to record and report their concerns. The environment is child friendly; resources are plentiful and well maintained.

Staff promote children's healthy lifestyles. They prioritise hygiene and encourage all children to wash their hands before sitting down to eat. Children have a good understanding of the importance of hand washing and hygiene routines. Overall, snacks and drinks are nutritionally balanced. They provide children with the energy they need to focus and be active in their play.

Staff help children successfully move between different early years provisions by making sure handovers run smoothly and any relevant information is shared. They provide a welcoming and friendly environment where children feel comfortable. This practice helps children feel emotionally secure and ready for the rest of their day.

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

Good leadership and management successfully promotes continuity between the service they offer and other early years provisions. They monitor practice to ensure key people meet the needs of individual children and support them in their progression towards the early learning goals. As a result, play within this provision helps children consolidate the knowledge and skills they learn here and at other services.

Recruitment ensures all adults working with children are suitably qualified and vetted appropriately. Systems encourage less qualified staff to seek higher professional qualifications. Regular team meetings and supervision are in place, with training needs met through the company. This encourages the development of knowledge and skills within the staff team.

There are appropriate systems in place to help management understanding the provision's strengths to maintain a good service. However, they do not successfully gain and bring all ideas and views together from parents, children and staff to extend the evaluation of practice and the service they offer to identify further areas for development. Children have a suggestion book and can make suggestions about activities they are interested in to support planning.

Partnership working with parents and other provisions children attend during the day effectively ensure children are happy and settled. This enables them to engage in play opportunities freely and make the best of opportunities as they make progress and achieve successfully in their play.

### **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

<b>Unique reference number</b>	EY466141
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	928661
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Oxford Active Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01865 594324

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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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