

Oscar Club

Taywood House, At Clipstone Brook Lower School, Brooklands Drive, Leighton Buzzard, Bedfordshire, LU7 3PG

Inspection date	26/06/2014
Previous inspection date	28/05/2010

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

- The setting promotes children's communication and language well, ensuring that all children including those who learn English as an additional language, make significant gains in their development.
- The children learn to take manageable risks, for example, they balance carefully on planks of wood in the garden and use tools, such as scissors, safely.
- The staff have a good awareness of child protection and safeguarding issues. There are clear lines of responsibility for staff to report any concerns about children's welfare.
- Parents have a high involvement in the pre-school as there is a strong committee of volunteers who lead their group.

It is not yet outstanding because

- There is scope to enhance the range of activities available to support children's mathematical learning when they play independently.

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 in the main room and garden.
 - The inspector held a meeting with the nominated person for the setting and the manager.
 - The inspector had discussions with parents, staff and children.
 - The inspector undertook a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

Oscar Club was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Taywood House, a separate building within the grounds of Clipstone Brook Lower School in Leighton Buzzard, Bedfordshire. It is managed by a committee. The club serves the local area and is accessible to all children. Children play in one main room and an enclosed outdoor area. The club offers a combination of breakfast club, pre-school sessions, after school club and holiday care during summer. It operates pre-school sessions between 9am and 12noon and 1pm to 3pm. The out of school club sessions are 8am until 8.45am and 3.15pm to 5.45pm. The holiday club operates in the summer school holidays between 8am and 6pm. The club employs eight members of childcare staff. Of these, all staff have a recognised early years qualifications at level 3. The deputy manager is qualified at foundation degree level in early years. The pre-school opens Monday to Friday term time and in the summer school holidays for the out-of-school club. Children attend for a variety of sessions. There are currently 86 children on roll, 49 of whom are within the early years age group. The club provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- improve the use of the range of resources and enhance the opportunities available for children to explore mathematics when they direct their own play.

Inspection judgements

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

Children who attend the setting are enthusiastic and excited by their learning. This is because staff pay close attention to them, know their individual interests and plan activities which intrigue them. Children explore themes such as mini beasts. They find out about the different characteristics of bugs and have first-hand experience of watching caterpillars turn into butterflies. Parents also contribute towards the learning by bringing in insects they find. Children study them closely inside pots and talk about their pincers and how many legs they have. This rich learning engages children's fascination and increases their knowledge of the living world. The staff extend this further by providing many other opportunities to explore the theme. Children place paper butterflies on a parachute and shake it to make them fly during their physical play. Children draw and measure the length of worms as they learn about size and length. They observe pattern and symmetry through looking at butterflies and sing counting songs. Although the quality of teaching mathematics is good in adult-led activities, there is scope to harness children's increasing

abilities to lead their own learning. For example, children talk about time and count during play, but there are fewer resources for them to build upon these ideas independently.

The teaching of literacy is very strong. The staff find ways to foster children's love of books, such as frequently reading with them and providing them with story sacks to take home to look at with their parents. The setting is introducing a reading scheme which local schools follow. This helps children to become familiar with the characters they will read about when they start school. Staff place a high importance upon preparing children in readiness for school. They encourage them to follow routines and have periods of time where they sit and listen to staff and each other. This helps children to develop the concentration and social skills they need to be successful learners in the future. Staff teach children to develop communication and language skills through focus activities and projects. Their high expectations and very good monitoring of children's learning enables them to plan sessions which promote children's talking, listening and thinking skills. This effectively enables all children, including those who learn English as an additional language, to make significant gains in this aspect of their development. The staff are considerate and aware of children's differing needs. For example, staff use photographs to help children with special educational needs and/or disabilities to understand what will happen next in the day. Staff use gestures and objects within the setting to further children's understanding. This helps all children to be able to express themselves and their needs well. Children develop physical skills using the wide range of activities available. For example, they use the muscles in their hands when constructing with bricks, straws and by rolling dough. Outside, they develop their larger muscles by riding bikes, climbing, balancing and jumping. Consequently, children are able to move with confidence and control their bodies.

The staff undertake observations and use these to monitor how children are progressing in their learning. By talking with parents and sharing children's development profiles, staff begin to form an accurate assessment of children's abilities. This means they can plan what they need to learn next to move them forward in their development. The sharing of resources, such as story sacks, means parents can continue children's learning at home successfully. The staff track children's learning to measure their progress against development expectations for their age. This allows staff to identify if children need extra support in areas. Their swift intervention means that all children at the setting make very good progress. Staff match activities to children's individual ages and stage of development. They offer ideas to extend children's learning when they exceed expectations for their age. As a result, children remain motivated to learn and sustain their interest for considerable periods.

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

Staff's obvious genuine care for children raises their confidence and self-esteem so they feel emotionally ready to learn. The setting is warm, welcoming and inclusive. Staff adopt the principle that they need to review, develop and change the environment to meet children's diverse needs. They make many changes to their approach in managing children's behaviour to ensure that all children feel safe and secure. Staff are very calm and get down to children's level. They are firm in their directions but flexible enough to

ensure that all children take part in all the activities on offer, in their own way. When children display challenging behaviour, staff work through solutions with parents and offer consistent and clear messages so children understand. As a result, children behave and get along with each other well. Staff introduce ways to help children to cope with big changes in their lives, such as starting school. They use a puppet to talk about starting school and as the local school have the same puppet, children have a familiar way to express any anxieties. Children come into the setting ready for learning. If they have difficulty separating from parents, for example, because someone new is in the setting, staff talk them through it and offer them support and comfort.

When children arrive at the breakfast club, staff talk to them about what time they woke up and ask if they are hungry. Children sit and eat their breakfast together with staff. This relaxing start to the day helps older children to get ready for going to school. Children become independent in meeting their own needs. They say when they are hungry and thirsty and wash their hands in preparation for snack time. The staff are very good at observing children's preferences and managing any allergies they have. They monitor the food children eat and are vigilant in checking the environment where children play to minimise any risk of children coming into contact with things, which make them unwell. The staff undertake food handling training to help them to understand about storage and preparation of food. This, along with stringent hygiene practices, reduces any likely risk to children's health.

Children play outdoors and enjoy fresh air and exercise as part of their routine. In the garden, they are able to move equipment around, such as planks of wood so they can balance on them. They test the safety of this by seeing if it wobbles, as they begin to assess risks for themselves. Staff teach children to use tools safely. Children use scissors indoors and in the garden as their ideas develop. As children learn to manage risks on a daily basis, they effectively learn about keeping safe. Children negotiate the steps to the garden well, walking slowly to prevent the risk of tripping over. Staff expect children to help tidy away at the end of the session. Children join in as staff guide them about how they can help. As children can choose what they play with from the storage boxes and cupboards, they know where everything belongs at tidy up time.

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

There are concise policies and procedures in place for staff to follow. Therefore, each knows their responsibility in relation to identifying and reporting child protection concerns. Staff are vigilant in supervising children, while still giving them freedom to explore and test out their abilities. There is a thorough induction procedure for all new staff. This includes providing new recruits with a handbook, which contains important information, such as safeguarding and health and safety guidance. The staff undergo a rigorous vetting procedure to confirm their suitability to work with children. Staff undertake risk assessments of the areas where children play and when they go on outings. This helps them to assess and minimise any potential risk to children's welfare.

The manager of the setting is dedicated to her role and raising standards in the quality of

care. She leads a highly motivated team, who enjoy their work and provide a happy and caring environment for children. Training is an important part of professional development for staff, who put their new learning into practice at the setting. For example, staff learn about using rhythms to help promote children's speech and language. They use their new understanding to enhance children's play with musical instruments. The leadership of the setting show commitment to their role. The parents who volunteer help to steer the setting and have active involvement in decision making. The committee monitor the work of the manager and the quality of teaching. In turn, she monitors children's progress by collecting data from the records staff keep. Staff complete the progress check for children between the ages of two and three years. They share this with parents to summarise their achievements. The experience and knowledge of the committee enables them to complement and enhance the quality of supervision and recruitment of staff. This helps staff to set themselves realistic targets which they achieve because of the support they are given. Recommendations from the previous inspection have been thoroughly addressed. The manager works with committee members, staff, parents and children to develop cohesive self-evaluation. This identifies areas which the setting would like to enhance further for children's learning. As the recipients of recent funding, the setting has seen many of their ambitious projects for improvement come to fruition. This has boosted their sense of achievement in continuing to raise standards and children's enjoyment of attending the setting.

The staff work closely with other professionals who have involvement in children's lives, such as the local child development centre. They share information and refer children to speech and language therapists and welcome the guidance of local authority development workers. They use the support they receive to monitor the setting and seek guidance about supporting specific children's needs. Teachers from local schools come into the setting to meet children who will soon make the move onto school. This benefits children, who become familiar with those who will care for them. Parents find staff to be caring, approachable and friendly. They can choose to play a large part in the running of the setting and feel welcome and confident to talk with staff about the children. These strong relationships help to create an atmosphere where children are happy and content and so are their parents.

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	511435
Local authority	Central Bedfordshire
Inspection number	855597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	86
Name of provider	Oscar Club Committee
Date of previous inspection	28/05/2010
Telephone number	01525 376314

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

