

Our Lady's After School Club

Our Lady's RC Club, Oxford Road, Oxford, OX4 2LF

Inspection date

Previous inspection date

10/09/2014

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 form secure emotional attachments with staff and develop high levels of confidence.
- Staff maintain good partnerships with parents, helping to provide continuity of care.
- Staff plan activities to reflect children's interests in current affairs. This provides interesting and challenging experiences that meet the needs of the children .
- Staff are good role models who get down to the child's level and talk in a caring manner to promote good social skills and positive behaviour.

It is not yet outstanding because

- The limited range of resources does not fully support children to make choices or to explore and discover.
- Snack times are sociable events but staff do not extend children's independence by encouraging them to prepare their own snacks.

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 viewed all areas used by children.
- The inspector observed activities both inside and out.
- The inspector spoke with the manager, staff, parents and children at appropriate times.
- The inspector viewed a selection of documents, including safe guarding records, policies, first aid certificates.
- The inspector considered comments from parents and children.

Inspector

Tracey Hicks

Full report

Information about the setting

Our Lady's After School Club registered in 2014. It is one of nine settings run by Oxford Active Limited and operates from Our Lady's Catholic Primary School in the Cowley area of Oxford. The club has use of a designated room, the library, the school hall, a computer suite and outdoor play areas.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club currently opens for three hours each evening from 3pm to 6pm during term time only. The club employs three staff, of whom two hold relevant level 3 qualifications. Children attend from four to 11 years and there are currently 55 children on roll.

What the setting needs to do to improve further

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

- enrich resources to offer children more choice and to encourage them to explore and investigate in their play
- enhance children's independence by encouraging them to contribute to social experiences such as preparing snacks.

Inspection judgements

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

Staff form extremely good relationships with children. They are fully aware of their individual needs and personalities, and provide care accordingly. Staff have a secure knowledge of how to promote learning through play and have high expectations of the children. As a result, children are happy and engage well in activities which they enjoy.

Children chatter excitedly to their friends and enthusiastically tell staff about their school day. Staff take an active interest in what children have to say and ask questions to extend discussions and promote their language. This also builds children's self-esteem and confidence, and encourages them to feel valued and included.

Staff follow the interest of the children with regard to planning. Activity programmes cover the seven areas of learning and include cooking, puzzles, creative activities and physical games such as dodge ball, using the climbing wall and playing football. Staff promote current affairs and try to adapt activities to include the children's interest. For example, children enjoy a popular cooking television programme and so staff replicate the

programme and plan a club 'bake-off'. Staff also encourage children to broaden their knowledge by watching television documentaries and reading about things that are happening in the world.

Staff utilise the schools facilities, including the library, to enhance the club's limited range of resources. For example, they use non-fiction books about different countries to promote children's literacy and to extend their knowledge of the world. Staff also encourage parents to share their knowledge and experience with the children to increase their understanding of different cultures and languages. For example, a parent has previously taught the children some words in Spanish as part of a Spanish theme. Children have regular use of the computer suite to develop their skills in operating information and communication technology.

Children benefit from plenty of fresh air and exercise each day, using an outdoor play area which has a climbing wall and an exercise trail. They develop their physical control and coordination as they run, climb, play ball games and use hoops and bats. Staff support children well to master specific skills such as skipping.

Staff offer appropriate encouragement for children to try new experiences and carefully adapt activities to ensure all children are fully included. For example, they simplify the rules of games such as dodge ball so that children of differing abilities are able to take part.

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

Staff promote children's emotional well-being very effectively. They encourage new children to settle quickly as they take the time to talk to them and ensure that they feel secure. Staff are good role models with regard to behaviour and social skills. They speak to children, at their eye level, in a caring manner and treat them each as individuals. For example, children are given their own book, which they can use at the club to draw or write in. They can take this home at the end of the term to show their parents. Clearly embedded routines also help children to feel confident and secure.

Staff welcome children's ideas, views and opinions and use positive strategies when dealing with behavioural issues. Children are encouraged to resolve problems themselves with the careful guidance of staff who are always on hand to offer support. This helps them to learn to respect and tolerate each other's differences.

The environment is welcoming and staff make good use of the space available to them to support children's all round development and emotional well-being. Although children are able to use some school equipment, the range of resources the club provides is limited. To some degree, this restricts children's freedom to make choices. As a result they do not fully benefit from independent exploration and discovery.

Staff ensure children's voices are heard and their wishes taken into consideration. For example, they sometimes organise a vote to democratically determine which activity will

take place. Staff also encourage children to make choices in regard to food. They provide a range of nutritious snacks to choose from and fresh drinking water is freely available both indoors and outdoors. Snack times are very sociable occasions but staff do not fully promote children's independence in this area by involving them in preparing their own snacks.

Children develop good personal hygiene routines following the positive modelling of staff. For example, staff wash their hands and encouraging children to do the same. Children who want to relax are able to rest in large beanbag cushions.

Staff get to know the children extremely well and liaise effectively with parents and other professionals to ensure any additional or medical needs are known and met. They spend time talking to parents and children during their initial visits to the club and also to teaching staff at the school. This helps to form effective links between the club, school and children's homes and promotes consistency of care.

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

All staff show a good understanding the welfare requirements of the Early Years Foundation Stage and meet these well. They are fully aware of their roles and responsibilities with regard to protecting children from abuse and neglect. Robust recruitment systems ensure that all staff are suitable to be in the proximity of children. Thorough induction procedures also ensure staff are fully aware of all working practices including health and safety arrangements. Written risk assessments identify potential hazards to children and the steps taken to minimise them. Staff deployment is effective, which ensures that children are kept safe and supervised at all times.

The staff team are very enthusiastic, motivated and work well together. The manager has an effective system for monitoring practice, which ensures the club is always evolving and improving. She supports staff in their professional development through appraisals during which they identify their own strengths and areas for development. Staff also regularly attend workshops to learn new skills.

Relationships with parents are very positive. They receive good information about their children's time at the club through daily conversations, a web page and newsletters. Parents report that their children are happy to attend and feel that staff are caring. Parents like the varied programme of activities and feel that children are safe. Children feedback that they have fun at the club.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475775
Local authority	Oxfordshire
Inspection number	961768
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	55
Name of provider	Oxford Active Limited
Date of previous inspection	not applicable
Telephone number	01865779176

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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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