

St Thomas More R C Primary School Out Of School Club



Oxford Road, Kidlington, Oxfordshire, OX5 1EA

Inspection date	26 March 2015
Previous inspection date	18 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have good relationships with staff at the club which enables them to feel secure and settle well on arrival.
- Staff encourage children to share and take turns and use discussion to talk about any issues that occur. This helps the children to understand the feelings of others and develop good strategies in managing their own behaviour.
- Staff have a good relationships with the teachers at the school and share information daily about the children in their care. This allows them to work in harmony and support children's learning and development.
- Self-evaluation methods are effective enabling staff to identify and tackle areas for improvement and to provide good quality care for children.

It is not yet outstanding because:

- Children's independence is not always promoted fully. Staff set out the toys and equipment prior to the start of the club which reduces the opportunity for greater involvement from the children attending.
- At times, the noise level in the room restricts children's ability to enjoy quieter activities.

What the setting needs to do to improve further

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

- help children who wish to engage in quieter activities by monitoring the noise level and reducing this when necessary
- increase opportunities for children help choose and set out activities and resources at the beginning of the club.

Inspection activities

- The inspector observed activities and the quality of teaching in the club's playroom and outdoor area.
- The inspector looked at children's records, planning documentation and children's learning journals, and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector observed documentation in relation to safeguarding, risk assessments and daily attendance registers.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tracy Bartholomew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of the Early Years Foundation Stage. They support children's learning and development well through good quality teaching. Children have a range of toys and activities available to them which cover the seven areas of learning. However, as the room is already set up for the children when they arrive, this somewhat limits their freedom of choice. Staff engage proactively with the children to support their learning and develop their skills. For example, during a painting activity children and staff talked about colours and then staff challenged children to think about how to make different colours. Staff are skilful in developing children's self-confidence because they listen to and value their ideas and encourage them to experiment to establish the answer. This positive approach promotes children's knowledge and encourages active exploration.

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

Children play happily with their friends and interact purposefully with staff. Staff offer children good levels of support throughout their time at the club, which enables children to play and explore with confidence. However, at times the noise level in the room becomes disruptive to some children who choose to play quietly or read books. Children are developing a strong understanding of the importance of healthy lifestyles. For example, they enjoy taking part in physical play and know it is important to wash their hands prior to consuming healthy snacks and a light tea. Children's safety is well protected as staff follow secure procedures to maintain a safe environment.

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

Staff have a strong understanding of the safeguarding and welfare requirements. They demonstrate a good awareness of their roles and responsibilities and this enables them to act in the best interests of children in event of a concern. The manager is fully aware of her role to maintain suitable mentoring, supervision and training for her staff and effectively liaises with head office and managers to implement this. There is a robust recruitment process in place and detailed documentation available on staff to show ongoing suitability. These actions help to safeguard the children and ensure that all staff working with the children are suitable to do so. Partnership with parents is good. Parents comment that they value the service provided by the staff. Informative daily handovers are beneficial for the children's care and development.

Setting details

Unique reference number	EY292989
Local authority	Oxfordshire
Inspection number	843698
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	16
Name of provider	Oxford Active Limited
Date of previous inspection	18 May 2011
Telephone number	01865 373674

St Thomas More R C Primary School Out Of School Club registered in 2004 and is one of several settings run by Oxford Active Ltd. It is based in the grounds of St Thomas More Roman Catholic Primary School in Kidlington, Oxfordshire. The club offers before and after school care and is open five days a week during school term times. The club employs four staff and of these three staff members hold early years qualifications.

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