

# Ollerton Out of School Care 2



Forest View Primary School, Walesby Lane,, Ollerton, NG22 9RJ

## Inspection date

23 March 2015

Previous inspection date

11 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have good knowledge of how to provide interesting activities, in order to support children's progress through play. As a result, children are well prepared for their next stage in learning.
- Staff have good relationships with the children. They are warm and sensitive to their needs. Consequently, children feel secure in their care and play happily with each other.
- Partnerships with parents are good. Staff have an effective two-way flow of information to ensure parents are involved in their children's care.
- Staff's accurate assessments and good information sharing with the school ensure they plan activities which complement children's learning at school and promote their good progress.
- Staff have opportunities to develop their professional skills and knowledge, in order to provide for children's care and play. There are effective methods to drive continual improvement of the setting.

### It is not yet outstanding because:

- Children are not always offered opportunities to be more independent and to develop their self-help skills to the highest level.
- Children are not always encouraged to make healthy choices about what they eat. This means that their understanding of the importance of adopting healthy lifestyles is not fully maximised.

## What the setting needs to do to improve further

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

- provide children with even more opportunities to develop and practise their independence and self-care skills, for example, by encouraging them to prepare their own food and pour their own drinks
- enhance children's understanding about the importance of adopting healthy lifestyles, for example, by discussing healthy eating at snack time and encouraging them to make healthy choices.

### Inspection activities

- The inspector toured the rooms used by the setting.
- The inspector observed activities indoors and outside, and also viewed toys, resources and equipment.
- The inspector looked at documents relating to planning and observation of children's learning, as well as for supporting their welfare. This also included documents relating to staff suitability.
- The inspector spoke to members of staff in the setting at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to on the day and from written feedback provided.

### Inspector

Tracy Hopkins

## Inspection findings

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

Staff provide a wide variety of age-appropriate toys and resources that complement the children's school activities. Staff are skilful in engaging with children. They are mindful that children need time to pursue their own learning. Staff offer a good balance of adult-led and child-led activities and experiences throughout the session. Children remain engaged and have fun while following their own interests. They enjoy playing table-top games with their friends and staff. Children learn to take turns and also have opportunities for enhancing their thinking skills, as they try to overcome the strategy and skill of others. Children have access to a broad range of resources for making marks, in order to support their development in creativity through drawing pictures and in literacy through writing. Staff have regular discussions with foundation stage teachers in school. This enables the staff to pass on any observations they have made of children's interests, so this can be used to plan for future learning.

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

Children are welcome to visit from school as often as they like, before they start at the setting. This promotes children's sense of security as they settle into their school routine. Drinking water and fruit are available throughout the after-school sessions, for children to meet their own needs for snacks. However, staff sometimes miss opportunities to talk to children about the choices they are making, to promote healthy eating. Additionally, at snack time, the area is sometimes crowded. Therefore, staff prepare the snack for these children and, as a result, they are not able to practise their independence and self-care skills. Staff ensure that they share any accident reports or notes from school with parents, to keep them fully informed. The daily exchange of information between the host school and the setting is very thorough to support children's well-being. Children behave well and gain an understanding of acceptable behaviour. This is because staff are good role models and talk to children about the rules in the setting. Staff praise children's good behaviour, and this promotes their self-esteem. Children are emotionally secure and ready for their next stage in learning.

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

The monitoring of teaching and learning is good. Managers do this in various ways, such as sharing good practice through observations, appraisals and supervisions. Regular staff meetings are in place to discuss the environment and the quality of teaching and learning. Staff attend training to upskill and develop deeper knowledge. This enables them to provide more rich and varied activities that benefit the children. Self-evaluation is purposeful and covers all areas of practice. Staff contribute to this through meetings and during their individual supervisions. Parents are asked for their views regularly, to ensure that the setting meets the needs of the children and the childcare requirements of families. Children's views are always given a high priority. The majority of the activities offered weekly are as a result of children expressing their preference.

## Setting details

<b>Unique reference number</b>	EY372634
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	858139
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Ollerton Out Of School Care Community Interest Company
<b>Date of previous inspection</b>	11 September 2008
<b>Telephone number</b>	07734 115042

Ollerton Out Of School Care 2 was registered in 2008. The setting employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am to 9am and 3pm to 6pm. The setting offers sessions from 7.30am to 6pm during school holidays.

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