

OSCA St John's

St. Johns Primary School, Albion Street, Cheltenham, Gloucestershire, GL52 2SN



Inspection date	20 April 2015
Previous inspection date	14 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a wide range of activities and resources indoors that children can use in different ways, helping them to follow their own ideas and interests. For example, they enjoy being creative with materials, such as feathers and tissue paper, to make Easter chicks and flower collages. Therefore, children develop key skills to help develop positive attitudes towards learning at school.
- There is a very friendly atmosphere where children chat happily with their friends and staff about their day. This promotes children's well-being effectively and enhances their sense of security and self-esteem.
- A secure settling-in procedure is in place. Staff spend time getting to know children and liaise with parents and teachers about children's play needs. Consequently, children settle very well at the club.
- The experienced manager takes an active role in leading good practice, and coaching staff to raise their skills. There are effective strategies in place to protect and safeguard children.

It is not yet outstanding because:

- Staff do not always organise some activities and resources outside in a way which maximises opportunities for children to fully explore many different types of play.
- Staff do not always make the most of opportunities for children to develop their independence and sense of responsibility through involving them in daily routines, for example, by involving children further in the preparation of their food and drinks.

What the setting needs to do to improve further

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

- review the organisation of resources and activities outside, so children can always extend their play easily
- increase opportunities for children to be consistently involved in the preparation of their routines, to fully promote their independence.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the club including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the club manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some children's records and discussed how staff plan for children's progress.

Inspector

Victoria Weir

Inspection findings

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

Suitably qualified staff provide a range of activities which complements the children's school day well. Staff involve children in the planning of activities as they gather their views through suggestion boxes and displays. Consequently, activities interest and excite children. For example, children set their own challenges as they play games on the interactive whiteboards. However, staff do not always organise outdoor resources and activities to maximise opportunities for children to easily explore all types of play outside. Staff regularly communicate with school staff to help children achieve their identified next steps and make good progress. Staff are particularly skilled at using effective strategies to extend children's literacy and mathematics through their spontaneous play. For example, staff extend children's counting as they skip to include letters which spell words. This prepares children well for the next stage in their learning.

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

Children are confident and motivated as they make independent choices in their play. This is because they develop supportive relationships with all staff and have a key person from whom to seek comfort and care. The key person shares information with parents to help support continuity in their children's care and development. Children develop good self-esteem and pride in their achievements as staff encourage their ideas and help them achieve their goals. For example, children created and performed their own talent show to each other and a parent audience. Children are well behaved; they know the routine and respond well to direction from the staff. Staff teach children about leading a healthy lifestyle through daily outdoor play and the provision of healthy snacks. Children receive good support to develop their self care and hygiene independently. However, staff miss the opportunity to further support children's independence and sense of responsibility through involving them in some routines, such as the preparation of snacks and drinks.

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

The manager has a good overview of the club and a clear plan to further enhance experiences for children. She includes collected views of parents and children to adapt and change the service offered to meet children's needs. The manager has a good understanding of the requirements of the Early Years Foundation Stage. This results in all staff having a good understanding of the safeguarding policy and procedures to keep children safe. The manager is in a good position to monitor children's progress and coach staff as she also works directly with the children. Consequently, staff benefit from targeted supervision and training to improve the quality of their interactions with children and the activities they provide.

Setting details

Unique reference number	101869
Local authority	Gloucestershire
Inspection number	839138
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	22
Number of children on roll	45
Name of provider	OSCA St John's Committee
Date of previous inspection	14 June 2012
Telephone number	01242 523 786

OSCA registered in 2000. The group operates from St John's Church of England Primary School, situated on the inner ring road, close to the centre of Cheltenham. The group provides a breakfast club and after-school care solely for the children of St John's. OSCA St John's is open Monday to Friday during term time only, from 8am until 8.55am for breakfast club, and from 3.15pm until 6pm for after-school care. There is a team of five members of staff, plus a volunteer, who work with the group. The staff all hold relevant qualifications at level 1,2, 3 and 4.

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