

# Ollerton Out of School Care



Ollerton Primary & Nursery School, Whinney Lane, New Ollerton, Newark,  
Nottinghamshire, NG22 9TH

<b>Inspection date</b>	27 May 2015
Previous inspection date	12 October 2009

<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

- Children thoroughly enjoy attending the club. This is because staff plan exciting and stimulating activities that engage them.
- The quality of teaching is consistently good. In addition, there are a wide range of organised activities which cater for all the children who attend including children with special educational needs and/or disabilities and those who speak English as an additional language.
- Children's safety is of a high priority. Staff closely supervise the site at all times to maintain children's security.
- Staff carry out effective risk assessments to ensure that the environment and resources are safe and suitable for children to use.
- Staff encourage all children to share, take turns and to value and respect one another. Staff model good behaviour by being polite and respectful to the children. As a result, children understand boundaries and their behaviour is good.
- The staff team is motivated to continually improve practice, to ensure it best meets the needs of the children.
- Partnership working with parents is good. Parents are kept well informed and are very positive about the care their children receive.

### It is not yet outstanding because:

- Staff do not encourage friendships between the children to the maximum.
- Children do not always have opportunities to take responsibility for their own tasks to increase their level of independence.

## 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 their independence and self-care skills, for example, by encouraging them to take responsibility for the resources that they use and help with everyday routine activities
- enhance children's personal, social and emotional development, for example, by encouraging children to take part in small group activities to build on their friendships with each other.

### 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 the planning and observation of children's learning, as well as for supporting their welfare. This also included documents relating to the suitability of staff.
- The inspector spoke to members of staff in the setting at appropriate times during the inspection.
- The inspector also 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**

The staff gather initial information from parents, schools and other professionals to find out about the children's likes, interests and skills. This ensures that children's individual needs are very effectively met. As a result, children make good progress and are ready for their next stage in learning. Children show a strong interest in creative activities. Staff support this by providing various resources to allow children to create freely, in their own time. Children evaluate the activities they participate in. Consequently, children's involvement in evaluation gives staff greater detail to plan further activities of interest. All children can easily access resources and equipment as they are stored at low level. This means that they can make individual choices as they play. Children are praised when they do well and this helps to build their confidence and self-esteem.

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

The atmosphere in the club is relaxed and welcoming. The children settle quickly and happily participate in activities. There is an effective key-person system for children in the early years age group. This means that children feel secure and are developing strong and positive relationships with the staff in the club. Children are settled and ready to learn in the club environment. However, relationships between the children are not as strong. Most children seek adult support and interaction. Some children attend from different schools and do not know other children in the setting. While the support from staff is excellent, friendships with other children are not always promoted. Children learn how to promote a healthy lifestyle through everyday routines and planned activities. Before meals they wash their hands and manage their own needs. This means they are aware of their own personal hygiene and make good choices about their own health. Children are supported to show some independence as they take care of their own toileting needs. However, there are missed opportunities for children to take responsibility for their own tasks, such as preparing snacks, pouring drinks and tidying away.

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

The staff have a secure understanding of how to safeguard children effectively. They attend regular training in safeguarding. This means that they are fully aware of relevant reporting and recording methods to use if they have concerns about a child in their care. The manager is extremely passionate about her role. She is reflective of her own and her staff's practice and has accurately identified some areas for improvement. These focus very much on the needs of children and the high quality of teaching and learning. The experienced staff team work very well together to provide a good quality learning experience for all children. Effective procedures for safe recruitment and clear staff policies and procedures ensure staff are suitable for their role. Additionally, all staff have completed appropriate checks to ensure their suitability to work with children.

## Setting details

<b>Unique reference number</b>	EY372615
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	858136
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 13
<b>Total number of places</b>	50
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Ollerton Out Of School Care Community Interest Company
<b>Date of previous inspection</b>	12 October 2009
<b>Telephone number</b>	07734 115042

Ollerton Out Of School Care 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, during 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. The setting supports both children with special educational needs and/or disabilities and those who speak English as an additional language.

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