

# Oulton School Club

Oulton C of E First School, Rock Crescent, Oulton, Stone, Staffordshire, ST15 8UH



## Inspection date

18 June 2015

Previous inspection date

19 January 2011

<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 have fun and enjoy their time at the club. Teaching is good, as staff provide sufficient challenge and promote the skills children need to be effective learners at school.
- Staff successfully promote children's positive awareness and respect of differences and diversity through a wide range of experiences and activities. These impact positively on children's learning and development.
- Children form very strong relationships with their key person and other staff, and establish positive friendships with other children. They relish taking responsibility for being mentors to others and are well behaved, helpful and kind.
- Staff are knowledgeable about how to protect children and the course of action to take if they have concerns about a child. Detailed risk assessments are regularly carried out to ensure children's safety.
- Strong partnerships exist between the school, parents and club staff. This contributes to meeting children's needs, and supports continuity in children's care and learning.
- Staff benefit from regular opportunities to continue their professional development through relevant training. Most recently, this has helped to enhance learning experiences for boys and to increase opportunities for the use of technology.

### It is not yet outstanding because:

- Children have fewer opportunities to see and use numbers in their play environment. This does not fully complement the mathematics skills that they are learning in school.

## What the setting needs to do to improve further

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

- enhance opportunities for children to see and use numbers in their play to complement their early mathematical development.

### Inspection activities

- The inspector observed children engaging in activities in the indoor area.
- The inspector engaged in discussion with the provider, manager and staff at appropriate times during the inspection.
- The inspector sampled planning and children's records.
- The inspector observed interactions between staff and children.
- The inspector looked at a range of documentation, including policies and procedures, the suitability of staff and their relevant qualifications.
- The inspector took account of the written views of parents.

### Inspector

Sharon Hennam-Dale

## Inspection findings

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

The well-qualified staff have a good understanding of how children learn and develop. They ensure that children have plenty of opportunities to play and are free to access resources and guide their own activities. Staff use observations to gain an accurate understanding of children's individual needs. Staff know the children well and provide a range of rich experiences which complement children's learning at school. For example, children explore their different senses as they taste various types of food blindfolded and walk barefooted in the school grounds. Staff also make good use of regular outings to the local nature area to develop children's knowledge of the natural world. Children's early language and literacy skills are supported as staff encourage children to sound out letters and read simple words on game instructions. As children select materials to make cards, staff extend their thinking through talking to them and asking purposeful questions. However, staff do not always make the best use of numbers around the environment or within routines to help build on the mathematical skills children learn in school.

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

Warm and caring relationships exist between staff and children. Consequently, all children feel emotionally secure and are confident to explore the environment and activities on offer. Staff work closely with parents and teachers to support smooth transitions between the club and school. Comprehensive information about each child's needs, likes and dislikes are collected from parents. Parents are also invited into the club regularly, so that further consistency in children's care and learning can be achieved. Staff are good role models. They promote children's self-esteem and positive attitudes towards learning as they regularly praise children's achievements. Children benefit from a well-resourced outdoor area that enhances their physical development. They learn to keep safe as they build dens or use large-play equipment to climb and balance. Staff promote healthy routines, such as hand washing, and provide a range of nutritious snacks. Mealtimes are social occasions. Children learn about where food comes from and are supported to serve themselves and help tidy away when they have finished eating.

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

The manager and staff team demonstrate a good understanding of the requirements of the Early Years Foundation Stage. There is a wide range of procedures and policies to support children's good health, safety and well-being. Children participate in regular emergency evacuation procedures and learn how to keep themselves and others safe. Robust recruitment and induction procedures are implemented to accurately assess staff suitability. The manager effectively monitors and evaluates the quality of the provision. Frequent appraisal and supervision enables her to identify staff training needs. Feedback from staff, parents and children attending the club is influential in highlighting areas for future improvement. Parents are complimentary about the service provided and comment they find staff very approachable and caring.

## Setting details

<b>Unique reference number</b>	EY414972
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	851571
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 9
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Meaford Day Nurseries Limited
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	01785354100

Oulton School Club registered in 2010. It is one of two settings owned by a private provider. It operates from the main hall within Oulton Church of England Primary School, Stone, Staffordshire. The club opens Monday to Friday all year round, excluding bank holidays and Christmas. Sessions are from 7.30am to 8.50am and from 3.20pm to 5.45pm during term time and 7.30am to 5.45pm during school holidays. The club employs six members of staff, of these, five hold appropriate early years qualifications at level 3 and above.

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