

<b>Inspection date</b>	2 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Leaders and managers are well-organised and know how to meet the safeguarding and welfare requirements. They work effectively with their school partners to provide consistent care.
- Staff have a good understanding of how to meet children's play and development needs with great consideration given to the fact that this is children's leisure time. Staff encourage children to be creative, active and imaginative in their play.
- Staff have an effective key-person system so that children feel secure and settled in their club. Children readily go to staff for help and support or to share their achievements. Children's emotional well-being is strong.
- Staff communicate effectively with parents to share information and provide a good service. Staff and parents have a good partnership to give children consistent care.

### It is not yet outstanding because:

- The self-evaluation is strong but is not sufficiently ambitious to drive improvement beyond their current standard.
- Sometimes staff use negative language when dealing with children's behaviour, which does not fully support children to develop skills in managing their own behaviour.

## What the setting needs to do to improve further

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

- improve the precision and ambition of action plans to challenge and strengthen improvement
- use positive strategies in behaviour management consistently in order to support children's ability to manage their own behaviour.

### Inspection activities

- The inspector observed children at play.
- The inspector examined a range of documentation, including staff files and suitability checks.
- The inspector heard feedback from parents to gather their views.

### Inspector

Susan McCourt

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff update their training in safeguarding regularly and managers test staff knowledge to check the impact of the training. Managers and staff know what action to take should they have concerns about the welfare of a child. Staff have regular performance management meetings and appraisals to identify their professional development needs. Senior staff provide mentoring and coaching to help staff achieve their professional goals, such as taking on more senior roles. Managers audit the setting and gather the views of children and parents in order to work with staff to evaluate the setting. They look at the setting as a whole and set targets for improvement which benefit children directly. For example, they asked children to help create an 'ideas jar' to inspire children who are not sure what to do. Staff attend a variety of courses and training events to consolidate and extend their understanding of practice, such as developing their skills in playwork.

### Quality of teaching, learning and assessment is good

Staff plan a wide variety of activities for indoor and outdoor play based on children's interests. Some activities are theme-based to provide extra challenge. Children are enthusiastic about the activities and staff encourage children to use resources to create their own ideas. For example, children making musical instruments also make simple telephones to play with. Children have plenty of opportunities to be independent in choosing when to go outside or when to eat. Staff are alongside children in their activities and show a genuine interest in children's achievements. Staff skilfully reshape activities to suit children's moods. For example, they suggest an active game to match children's energy levels. Children take it in turn to add their views to evaluations of activities and they know that staff value their opinions and ideas.

### Personal development, behaviour and welfare are good

Staff create a good environment for play and learning. Children can freely reach a wide range of games and resources, and are eager to set their own challenges. They are well-motivated and gain good levels of confidence to try new things and experiment in play. Staff promote children's physical well-being very well. They offer healthy breakfasts and snacks, and children choose for themselves when to eat. Children adopt good hygiene practices from the well-established routines. For example, they wash their hands before eating and use food tongs to pick up food for their own plate. Children benefit from opportunities to rest and relax or to join in energetic play. Children work with staff to set the rules so children know what is expected of them and what they can expect from staff. Children know how to cooperate to achieve shared goals, such as constructing different things to play with. They understand how their feelings and actions affect those around them.

## Setting details

<b>Unique reference number</b>	EY460062
<b>Local authority</b>	Surrey
<b>Inspection number</b>	932193
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Oscachs Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07739 351313

Oscachs Limited registered in 2013 and operates from Sandcross Primary School in Reigate, Surrey. The club is open each weekday from 7.30am to 8.45am and 3pm to 6pm during term time only. There are currently five members of staff; two hold qualifications to National Vocational Qualification level 3 and one member of staff has a level 4 qualification.

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