

Inspection date	16 January 2017
Previous inspection date	30 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Good	2

Summary of key findings for parents

This provision is good

- The manager leads his team well. All staff work together to create a stimulating environment for children. Staff have individual meetings with the manager to identify their training needs. They regularly discuss how to continually improve children's experiences at the club.
- Staff are warm and caring. They are popular with the children, who build strong emotional attachments with them and with their friends.
- Children enjoy an interesting range of activities that develop their physical health well. For example, children enjoy playing parachute games outdoors.
- Staff use the provider's policies, procedures and risk assessment well, and these help guide their practice and support them in keeping children safe, secure and healthy.
- The quality of staff's interactions with children encourages them to engage well in positive and exciting play experiences.
- The manager reviews his provision effectively to improve practice. He identifies strengths and weaknesses and focuses on improving the service he provides, which has had a positive impact on outcomes for children.

It is not yet outstanding because:

- Staff do not make the best use of partnerships with staff at schools children attend to share information about the children, to support them more effectively.
- Children cannot always find a quiet place to relax after their busy day at school.

What the setting needs to do to improve further

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

- develop the partnerships with staff at the schools children attend, to further share information to support children and meet their needs even more effectively
- review the organisation of the environment to fully support children who wish to rest, relax and play quietly.

Inspection activities

- The inspector talked with the children, the manager and staff at appropriate times during the inspection and took account of parents' views.
- The inspector observed staff and children indoors and outdoors.
- The inspector undertook a tour of the premises.
- The inspector sampled a range of documentation including children's records, confirmation of staff suitability, policies and procedures.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

Staff are encouraged to develop their roles and they receive good support from the manager to achieve further qualifications and improve their skills. For instance, all staff attended training on safeguarding to extend their knowledge to ensure that they understand the signs and symptoms that may indicate concerns about a child's welfare and know the procedures to follow. Safeguarding is effective. The manager follows safe recruitment and induction procedures, including suitability checks for staff. The manager is motivated and has a clear vision for improvement. He involves all staff, children and parents in the self-evaluation process. This helps to identify areas for further improvement, benefiting the children.

Quality of teaching, learning and assessment is good

Staff use their experience and skills well. They provide a broad range of opportunities, interact warmly with children, and encourage them to participate in the routines and activities of the club. Staff talk to children about what they like doing at the club and encourage them to share their ideas. This helps children to develop a sense of belonging and motivates them to enjoy the activities. Children thoroughly enjoy their time at the club. Resources and activities, indoors and outdoors, capture their interests. Children are motivated and engaged in their play.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff have high expectations of all children and are very good role models. Children's emotional well-being is extended effectively. Staff implement an effective key-person system and develop close bonds with children and their families. Children are confident, settled and happy. They build positive friendships and develop a love of learning, which positively influences their journey through school. Children have lots of opportunities to develop an understanding of healthy lifestyles. For example, they have nutritious snacks, regular water to drink and plenty of fresh air and exercise. Older children mix well with their younger friends and include them in their play and discussions. Parents comment positively on the way children grow in confidence.

Outcomes for children are good

Children make good progress from their starting points. Children are keen and active learners. They gain good concentration skills and learn how to listen attentively. Children learn the skills they need ready for school. They learn early recognition of letters and the sounds they make. They count confidently and learn how to use numbers purposefully in play activities. Children explore glue, pens, stencils and crayons, and use these to support them to develop their early writing skills.

Setting details

Unique reference number	EY450554
Local authority	Oxfordshire
Inspection number	1062828
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	50
Number of children on roll	54
Name of registered person	Paul Tucker
Registered person unique reference number	RP514629
Date of previous inspection	30 January 2013
Telephone number	07762234169

Kidactive at Marston Primary School in Oxford is a privately run after-school club and holiday play scheme. It registered in 2012 and operates from a building within the school grounds. The setting is open each weekday, from 3.15pm to 6.30pm, during term times. It operates a holiday play scheme each weekday from 8.15am to 6.15pm. The setting employs six permanent staff to work in the after-school club. Of these, one holds qualified teacher status, one holds a level 3 qualification and one has a qualification at level 2.

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Piccadilly Gate
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