

Inspection date	7 November 2017
Previous inspection date	Not applicable

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

- The manager and staff support children to develop their confidence and to take responsibility for tasks. For example, after snack, staff encourage children to put their own cup and dish in the correct place.
- The manager and staff plan effectively to adapt activities for children with differing abilities.
- Staff develop caring attachments with children as they chat, talk and join in with their play.
- Staff effectively support children's emotional well-being. For example, they give children specific praise and cuddle them when needed.
- The manager and staff keep up to date with legislation and new practice well.
- The manager and staff have a good understanding of all children's needs, including those with additional needs. They work well with parents to ensure that they meet all children's needs well.

It is not yet outstanding because:

- The manager and staff do not build on ways to strengthen partnerships with the school to support a more consistent approach to children's development.
- At times, the manager and staff do not make full use of daily routines to challenge and engage children further in activities that interest them.

What the setting needs to do to improve further

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

- develop the relationship with the host school further, to improve communication and help to better support children
- enhance opportunities for children to participate in enjoyable activities while they are waiting during daily routines.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the procedures to follow if they have a concern about a child's welfare. The environment is welcoming and inviting to children and parents, and staff are friendly. The manager carries out a daily risk assessment to minimise any potential risks. Partnerships with parents are effective. The manager and staff share information and ideas for activities well. For example, staff helped children to make origami penguins and children continued making origami creations at home. This helps provide continuity for children. The manager effectively supports staff and identifies any training needs. The manager considers the views of the children, parents and staff when evaluating her setting. For example, staff reviewed the book area to make it more appealing to children.

Quality of teaching, learning and assessment is good

There is a good variety of resources and equipment. For example, children make shapes and different creations from play dough. Staff engage children well and meet their individual needs. For example, during a puzzle game staff name the earth, planet, rocket and astronaut. Staff ask challenging questions and children are encouraged to think for themselves. Children play well together. For example, older children sit with younger children and explain the rules of a board game. They are motivated and engaged in activities for long periods. Staff encourage children to solve their own disputes and begin to understand the needs of others. Staff make effective use of the area available, and children have many opportunities to extend their physical skills. For example, they play with footballs and hoops in the large playing field, and build dens and climb trees.

Personal development, behaviour and welfare are good

Staff build on children's self-esteem well. For example, staff display children's pretend rockets and astronauts on a board. The manager and staff are good role models for children. Children learn to share and take turns well. Their behaviour is good and older children are beginning to be aware of the feelings of others. For instance, children help those who are upset because they have mud on themselves. The manager and staff explain to children about personal safety and risk well. For example, children know to be careful on the decking as it may be slippery in wet weather. Staff work well with children from the start. They take time to understand children's preferences and work well with parents to help each child settle quickly. Children are happy and independent. They manage their own needs as they would in school. For example, they pour themselves a drink of water when they are thirsty from easily accessible jugs.

Setting details

Unique reference number	EY495339
Local authority	Surrey
Inspection number	1031006
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	24
Number of children on roll	50
Name of registered person	Oscahs Ltd
Registered person unique reference number	RP906447
Date of previous inspection	Not applicable
Telephone number	07934598091

Oscahs Limited registered in 2015. It operates from the Bletchingley Village School, Coneybury near Redhill, Surrey. It provides before- and after-school care from 7.30am to 9am and 3pm to 6pm on weekdays, during term times. There are six members of staff. Of these, four hold a recognised early years qualification.

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