

Inspection of Little Oaks Out of School Club Limited

Copythorne C of E Controlled First School, Romsey Road, Copythorne,
Southampton SO40 2PB

Inspection date:

21 January 2020

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and engaged. They excitedly enter the club after a busy day at school. Children show a firm sense of belonging and have strong bonds with all members of staff. The manager uses daily risk assessments to ensure that all environments are safe and secure at all times. She is quick to adapt these risk assessments when potential harm is identified. This helps children to be able to explore and use areas independently. Children have a good understanding of how to behave well and work with others. They are caring and are building good friendships at the club. Partnerships with parents are strong. Parents feel very supported and value the strong sense of community that the club creates. Younger children have a designated key person who supports their overall well-being. However, occasionally, staff do not organise themselves to ensure that they are quick to respond to children's changing needs and requirements. Children enjoy nutritious snacks to help them to make good choices in the food they eat. However, staff do not always use consistent explanations to ensure that children follow healthy attitudes towards routines. Staff value the children's views to help them to plan exciting activities and experiences, and this helps to keep children engaged and involved.

What does the early years setting do well and what does it need to do better?

- Children have many opportunities to have access to the outdoors to support their physical development and to give them time to run around after their day at school. Children use large-scale equipment to climb and balance, and they use other resources such as bats and balls to build further on their coordination skills. Occasionally, staff do not organise themselves effectively to respond quickly to the needs and requirements of children.
- Staff are supported through regular supervision to promote their well-being and discuss issues directly with the manager. Staff attend regular meetings with the wider staff team to share suggestions and ideas and develop a firm ethos and vision for the club.
- Staff help to build further on children's understanding of healthy eating and making good choices in the food they eat. Children have access to nutritious snacks and help to make meals to involve them further in this important area of their development. However, not all staff use consistent explanations to help children to develop healthy attitudes towards the routines, for instance using the areas that are designated for eating snack and why this is important for their own self-care.
- Staff have opportunities to build on their continuous professional development. The manager understands the importance of staff updating their knowledge and understanding, and how this directly affects the quality of the care they provide.

- Children are articulate and can express their own needs and wants. They enjoy involving staff in discussions about their day at school, and staff take a genuine interest in each and every child. This helps children to build strong self-esteem and know their opinions are valued and respected.
- Self-evaluation is used well to identify areas for improvement. The manager values the comments of the staff team, parents and children in helping to inform further areas for change.
- Children are creative and imaginative. They use resources to make jewellery and problem-solve together to figure out how to make a very long structure. Children spend lots of time concentrating and persevering on tasks of their own choosing. This shows that children are content and self-reliant.
- Staff plan for different experiences to keep children entertained in their play. Children become immersed in large board games and show their increasing mathematical skills. For example, they count the dots on the dice and move up and down the snakes and ladders. Children show their increasing social skills as they wait patiently for their turn.
- Children have a growing understanding of how to use early technology safely. They can navigate their way around games and are careful in looking after resources that they use. This helps children to learn about being responsible for their own actions. Older children are kind and caring towards the younger children who attend the club. They happily help them to learn new skills, and they show good levels of empathy and awareness of the needs of others around them.
- Children are developing a keen awareness of the wider world around them. Staff plan activities that help children learn about different festivals and cultures. This helps children to learn about the differences and similarities between themselves and others. For instance, children enjoy creating pictures for Chinese New Year and use their creative skills to colour animal masks.

Safeguarding

The arrangements for safeguarding are effective.

Every effort is made to ensure that children and families feel safe and secure in the environment. The whole team is trained and vigilant around safeguarding and understands the responsibility to continually keep children safe. Staff are confident in how they would identify potential signs of abuse. They understand the reporting procedures and what to do if they are concerned about the safety of a child. All areas are secured with locked doors and gates to keep children safe at all times. Recruitment procedures are robust to ensure the suitability of all staff who work directly with the children.

Setting details

Unique reference number	EY428699
Local authority	Hampshire
Inspection number	10074807
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	50
Number of children on roll	219
Name of registered person	Little Oaks Out of School Club Limited
Registered person unique reference number	RP530671
Telephone number	02380813340
Date of previous inspection	11 July 2016

Information about this early years setting

Little Oaks Out of School Club Limited registered in 2013. It operates from Copythorne Church of England First School in Copythorne, Southampton. The club is open Monday to Friday during term time from 7.30am until 9am and from the end of school until 6pm. The club employs five members of staff, four of whom hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector had a tour of the areas of the school used for the breakfast and after-school provision. The inspector held a leadership meeting with the nominated individual, who is also the manager.
- A range of documentation was sampled, including suitability checks, policies and procedures, staff recruitment procedures and training. The inspector observed children at play and staff interactions in both the indoor and outdoor environments.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection. The inspector also took into account how partnerships with parents are prioritised and supported. The inspector spoke directly to parents to gain their views.
- Discussions were held with staff about their safeguarding knowledge and understanding, including the procedures they would use to report any concerns about a child's welfare.
- The inspector discussed the use of self-evaluation and the current areas identified for improvement.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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