

# Inspection of The Oaks Out of School Club

Rear of St Paul's C OF E Primary School, Warton, Preston PR4 1DD

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Inspection date:

15 November 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

The curriculum at this nursery is not having the impact it should have. Leaders do not ensure that teaching is of a consistently high quality, meaning children do not always receive a good-quality education. Some activities are not well thought out and do not consistently match the children's stages of development, particularly younger children. As a result, children do not make the progress they are capable of.

Despite this, children are happy and enjoy the activities on offer. They have secure attachments with staff and smile as they wave goodbye to their parents, settling quickly. Staff interact positively with children and model good speaking. Children confidently seek help from adults, demonstrating that they feel safe. Overall, children play cooperatively, and staff sensitively support those who need help to share. Staff thoughtfully provide limited amounts of some resources so that children have opportunities to learn about turn taking. They focus on children's well-being and teach them to recognise and name their feelings. The manager has some intention for what she wants older children to learn so that they are ready for school.

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

- The manager has reviewed the curriculum and begun to implement some changes. However, these are not fully embedded into practice and understood by all staff. Therefore, staff do not always provide activities and experiences that target all children's developmental needs, to support them to make good progress in learning.
- Children choose stories for staff to share with them in the cosy reading area. They listen attentively as staff introduce new vocabulary and model how to handle books with care. However, the teaching of early literacy skills during group activities is weak. For example, at times, staff teaching of letter sounds is inaccurate, and misconceptions are not addressed swiftly. This impacts negatively on children's literacy skills and readiness for school.
- Staff provide lots of opportunities to help children learn about healthy lifestyles. During exercise time, staff talk to children about how it makes their bodies feel. Staff encourage children to wash their hands independently, and children demonstrate their understanding of hygiene as they talk about how to 'wash the bugs away'.
- Children use the small muscles in their hands to squeeze and roll play dough. Older children use tweezers to pick up bottle tops. This helps to develop their fine motor skills and hand-eye coordination. Additionally, staff provide opportunities for children to develop their gross motor skills. Children experience movement and music sessions indoors and have access to the outdoor area

throughout the day.

- Staff model how to use scissors correctly as they help children to cut and stick ribbons onto paper. Older children are proud of their achievements, and staff praise their efforts. This helps to promote self-esteem.
- Staff encourage younger children to participate in activities. However, the activities are not matched to their developmental needs and interests. They do not receive the help they need and quickly lose interest.
- Additional funding is used to address individual needs. Staff work with other professionals and have some understanding of strategies that can be used to support children with special educational needs and/or disabilities. However, these are not always implemented swiftly. There, some children do not fully benefit from the opportunities available to them.
- Arrangements for staff supervision are in place. However, these are not always effective in driving improvement in practice. Although the manager is aware of weaknesses in the curriculum, these have not been addressed. This means that in some areas, children are not making the progress they should be, particularly younger children.
- Parents say that their children are happy and settled at the nursery. They appreciate the time staff take to chat with them each day. Parents enjoy sharing the resources that staff provide for them to borrow. They say that this helps them to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs and symptoms that could indicate a child is at risk of harm. They understand what they must do if they are worried about a child's welfare. Staff know the procedures to follow if they have a concern about a child or if an allegation is made against a member of staff. The provider follows robust safer recruitment procedures and ensures that all staff have an induction. Regular checks are implemented to ensure the ongoing suitability of staff. Risk assessments of the indoor and outdoor environments are carried out by staff to minimise risks and maintain children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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consider more closely the individual needs, interests and development of each child and use this information to plan a challenging experience for each child, to help them make at least good progress.	15/01/2023
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**To further improve the quality of the early years provision, the provider should:**

- strengthen staff teaching of early literacy skills so that all children benefit from consistently high-quality learning experiences that promote good progress
- focus more precisely on robust supervision of staff that provides support, coaching and training, promotes the interests of children and drives continuous improvement.

## Setting details

<b>Unique reference number</b>	EY477425
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10233910
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Shortys Ltd
<b>Registered person unique reference number</b>	RP531318
<b>Telephone number</b>	07815930160 /07935839316
<b>Date of previous inspection</b>	17 November 2016

## Information about this early years setting

The Oaks Out of School Club registered in 2014 and operates term time only. It provides full day care, Monday to Thursday, from 9am to 3pm. Furthermore, it operates a daily breakfast club from 7.30am to 8.45am and an after-school club from 3.15pm to 5.30pm. The setting employs four members of childcare staff. Of these, one member of staff holds qualified teacher status, two members of staff hold appropriate qualifications at level 3 or above, and one member of staff is qualified at level 2. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Donna Thorpe

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.

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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